DOCUMENT RESUME

ED 427 179 CE 078 048

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TITLE Skilled! Report, Guidance & Materials on Basic Skills & Youth Work.
INSTITUTION Community Education Development Centre, Coventry (England).
SPONS AGENCY National Literacy Trust, London (England).
ISBN ISBN-0-947607-41-2
PUB DATE 1998-00-00
NOTE 47p.
AVAILABLE FROM Community Education Development Centre, Woodway Park School, Wigston Road, Coventry CV2 2RH, England, United Kingdom (7.95 British pounds plus 80 pence postage).
PUB TYPE Guides - Non-Classroom (055) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Basic Skills; Demonstration Programs; Disadvantaged Youth; Education Work Relationship; Employment Potential; Foreign Countries; *Integrated Curriculum; *Literacy Education; National Programs; Nonformal Education; Numeracy; Partnerships in Education; *Program Effectiveness; School Business Relationship; *Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS *England

ABSTRACT

This document includes materials from and about Skilled!, a national demonstration project that was implemented in 10 areas of England in partnership with local authority youth services and further education colleges to provide educational opportunities for disaffected and underachieving young people aged 16 and over. The first half of the document is a project evaluation that explains how more than 200 young people participated in the project, which sought to develop basic skills through youth work and informal learning, featured a recruitment and delivery style adopted from youth work approaches, and integrated basic skills instruction into youth work activities. The evaluation report covers the following topics: the Skilled! initiative, publicity and recruitment, young people's special needs, assessment outcomes, resources, accreditation, positive and negative factors, support, case studies, and young people's writing. Presented next is a pull-out section of guidelines for setting up a local Skilled! scheme that includes information on creating partnerships, funding, incentives and recruitment, teaching and learning styles, instructional materials, and student evaluation and certification. The remainder of the document consists of descriptions of programs at the 10 sites, materials from each site, site addresses and contacts, and a brief resource list. (MN)

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# Skilled!

## Report, guidance & materials on basic skills & youth work

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News International

# skilled!

**Report, guidance & materials on basic skills & youth work**

**Bryan Merton**

NATIONAL
LITERACY
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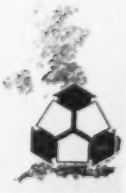
*Widening opportunities for learning*



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Published by CEDC
Woodway Park School, Wigston Road, Coventry CV2 2RH

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First published in 1998
ISBN: 0 947607 41 2

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# Executive summary

- Ten out of the thirty-two youth services which made bids were successful in obtaining small grants of £8,000 each to create partnerships with local providers of further education and to devise programmes of basic skills tuition through youth work projects. The students were mainly aged 16 to 21 years and most were not in work or participating in education or training.
- Over 200 young people were recruited in a male/female ratio of 3:2. Sixty two percent of them completed the programmes. Of the students who were entered for formal qualifications, three-fifths partly completed them and two-fifths fully completed them. The allocation of 60 hours for starting and finishing full awards at Entry Level and Level 1 was a shade ambitious. Within such a time-scale it would be more realistic to expect students to achieve units or parts of qualifications.
- The projects covered a wide range of activities. The most popular were those related to driving or motor vehicles. The students not only found these activities intrinsically enjoyable and challenging but recognised that they had instrumental value – the acquisition of a full driving licence would put them at a competitive advantage over their peers in the labour market. In some schemes, the offer of free driving lessons was a major incentive. Other activities included building a boat, producing a magazine, making a radio programme, producing a musical tape and organising a short holiday for deprived children in the locality.
- In addition to improving their basic skills, and achieving accreditation for doing so, the students enhanced their key skills, in particular those of communication, problem-solving and working in teams. For many the most important benefit was their growth in confidence and self-esteem.
- Effective teamwork was not confined to the students. The success of these projects was due in the main to the partnerships created between youth workers and basic skills tutors. The sharing and fusion of complementary skills contributed significantly to the development of programmes and processes which stimulated the young people. The personal support provided by staff helped sustain young people at times when they might otherwise have dropped out of the scheme.
- Despite the use of various methods, some of them quite imaginative, recruitment was not straightforward or easy. Personal contact and word of mouth often proved most effective and young people were more likely to be drawn to a project when they already knew one of the staff who was involved.
- Compiling a portfolio of evidence was the main method used for assessing achievement and progress. Self-assessment was used to supplement the monitoring done by staff. Procedures complied with the requirements of the awarding bodies, combining flexibility and rigour.
- Students and tutors used different resources including IT and equipment now commonly used in the workplace. This gave students opportunities to develop confidence and skills which would enhance their employability. A wide range of teaching and learning materials was used, some of which were adapted or developed specifically for the projects.
- All the services which took part in this initiative have recognised the value of this approach and are determined to build on the partnerships and contacts made, and to embed this style of teaching and learning basic skills in their main service provision. Some have managed to secure further funding from within the local authority or from outside. There is no doubt that this approach is highly relevant to some of the emerging policy initiatives, such as New Deal and New Start, designed to reintegrate disaffected young people into education, training and employment.

# Introduction

This publication is aimed at service and programme managers, basic skills tutors and youth and community workers who want to provide opportunities for young people to learn the basic skills they need for work, and for playing a full part in community life. With reference to 'basic skills', we use the standard definition of the Basic Skills Agency, that is: 'the ability to read, write, and speak English and use mathematics at a level necessary to function and progress at work and in society in general.'

There are large numbers of young people who are on the margins of the labour market and the education and training system; young people lacking sufficient skills and confidence to participate fully in either; young people who are not attracted to formal provision, and who are more likely to respond to informal projects, which stimulate their interest in activities through which they can be motivated to learn the requisite skills. The government has made clear its commitment to this 'lost generation' by establishing the New Deal, for those aged 18 to 24 years who have been unemployed for six months or more, and New Start partnership projects for those aged 14 to 19 years who have dropped out of the system or are in danger of doing so.

This report and its implications for action could not be more timely. It is presented in three parts. The first part consists of a thorough evaluation of a national demonstration project, designed to help young people gain these skills through youth work projects. The second part comprises four pages of guidance for those wishing to set up a local scheme (a pull-out section for easy reference). The third part contains descriptions of each project with examples of learning materials used.

We hope you find this report useful. If you wish to find out more about any aspect of the Skilled! project, please contact: CEDC, Woodway Park School, Wigston Road, Coventry CV2 2RH.
Tel: 01203 655700 Fax: 01203 655701

**Durham: cars and engines**

# Evaluation

*The aim of the initiative was to establish ten local projects which would provide disaffected and under-achieving young people aged 16 and over with opportunities to develop their basic skills through youth work and informal learning; and then for them to progress to further education, training or employment.*

## Background

The failure of young people to achieve threshold standards in basic skills is well documented:

- 18% of young men and 16% of young women aged 16 to 25 achieve no more than Level 1 in prose literacy, the knowledge and skills required to understand and use information from texts such as passages of fiction and newspaper articles: 49% of young men and 46% of young women are below Level 3.

  (*Adult literacy in Britain*, Carey, Low and Hansbro, Office of National Statistics, 1997)

- 12% of 21 year olds report some reading, writing, spelling or number work difficulty. Self-reported problems are most commonly reading and understanding forms and letters. Over half can only do this with difficulty. Two-thirds report difficulty with writing, spelling and being able to express oneself. One half of them report not being able to do number work, such as working out change, keeping accounts and working out dates.

- Failure rates reach over 50% for interpreting graphs, understanding instructions and arguments, and understanding complex literary text. Failure rates in numeracy tasks tend to be higher than those in literacy tasks.

- Literacy and numeracy skills and problems overlap, with poor literacy underpinning poor numeracy and poor numeracy adding a further set of problems.

- Substantial numbers of young adults are unable to pass the four Literacy Levels and three Numeracy Levels in the Basic Skills Standards.

  (*The basic skills of young adults: some findings from the 1970 British cohort study*, Ekinsmyth and Bynner, ALBSU, 1994)

Without such foundation achievements, young people leave school at extreme competitive disadvantage with their peers in the labour market. Their unhappy experience of school does not dispose them to access the opportunities available in further education in order to gain the basic qualifications they need. Other means of motivating them to learn and develop the basic literacy and numeracy skills have to be found.

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# The Skilled! initiative

This initiative was established on the back of an earlier, smaller project which in essence applied youth work skills to the provision of basic education opportunities for socially excluded and disadvantaged young people, principally young men. The project, supported by News International and the National Literacy Trust, had shown that, by adopting innovative strategies, youth workers and basic skills tutors could motivate and support young people to achieve.

The major lesson learnt from the pilot phase was that youth work skills had proved effective in the recruitment phase in winning young people's trust and commitment to try informal education. By locating the programmes in environments which were familiar to the young people, and by selecting themes and activities which were of direct relevance to their lives, it had been possible to stimulate their interest and enthusiasm. The outcome for several was progress to further education programmes on college sites.

In July 1996 an invitation was issued to all local authority youth services in England to bid for up to £8,000 to run at least two programmes with a minimum of twelve students on each. In their application they had to indicate:

- how the scheme would be resourced and managed – the 'in-kind' contributions to be made locally, and the respective roles and responsibilities of the youth service and the further education college(s) involved
- the nature of the partnership between the youth service and local further education institutions – respective roles and responsibilities in running the programmes
- strategies for targeting, recruiting and supporting young people
- the location of the programmes
- the timetable for the programmes
- outline specification of the learning programmes
- resources to be used in support of learning
- how progress of students would be monitored and how outcomes would be measured
- how programmes would be internally monitored
- how staff would be recruited, deployed, supported and supervised
- a continuation strategy.

The invitation prompted a great deal of interest. By the end of August there had been over seventy enquiries, mostly from local authorities but a few from individual youth organisations. The publication of a two page article in *Young People Now* and then a brief report in the *Times Educational Supplement* in September 1996, prompted another spate of enquiries, and in the following two weeks the telephone lines at CEDC were very busy. By the closing date thirty-one bid forms had been received.

The project steering group selected ten areas: Bedfordshire, Bexley, Bristol, Bromley, Doncaster, Durham, East Riding of Yorkshire, Hampshire, Kingston-upon-Thames and West Sussex.

The successful applicants were notified in November. They were invited to take part in an induction training programme arranged by CEDC and a team of basic skills specialists from the Learning Centre at Tile Hill College, who had been appointed by the National Literacy Trust as consultants to the local projects.

This induction was designed to familiarise field staff with:

- regulations and procedures to be observed to meet the requirements of the funding and accreditation bodies
- recruitment
- youth work values, approaches and methods
- curriculum development
- teaching and learning
- assessment
- educational support and guidance
- monitoring and evaluation.

Local projects started at different times from January 1997 and each programme lasted a minimum of 60 hours. Those taking part worked for accreditation in their basic skills through such nationally recognised schemes as City and Guilds Wordpower and Numberpower. The timing, location and content of programmes were determined locally and influenced by the availability of resources and the needs and interests of the young people. The programmes were either short and intensive or more extended.

CEDC administered the scheme and was responsible for monitoring and evaluating outcomes. The National Literary Trust undertook to provide, through its consultants, the training and professional development for basic skills tutors and youth workers as well as giving advice on the selection, use and development of learning materials.

# Publicity and recruitment

Projects used various methods in order to inform young people about the scheme: the local media, advertising, referral agencies, detached youth workers and personal contact. Advertising in local press and free newspapers was most effective in Bexley and produced a far greater number of enquiries than the fly-posting, detached work and referrals combined. Overall, the response from referral agencies was disappointing, with their support for projects in different parts of the country being more vocal than actual. Many said they believed the initiative was excellent and wished it well but few referred young people on.

Personal contact proved the most effective form of recruitment in Bromley, Doncaster and Durham. In some areas, such as Bexley, all participants were new to the adult education and youth services. In others, such as Durham, all were already known or were friends of those already known. In Kingston half of those who took part were known to the youth service, and the remainder were known to individual project workers; there were no self-referrals.

In Bedfordshire, local youth workers, both detached and centre-based, were able to refer young people, and 60% of those who took part were already known to the service. The common factor was that they had all underachieved at school. In Bromley it proved difficult to transfer young people from detached youth work settings to centre-based activity; where detached youth workers were used, the outcome was not as successful as was expected.

In West Sussex, it proved difficult to persuade young people to move from a known youth worker to participate in a project with unknown faces in an unfamiliar environment. In Aldershot (Hampshire) the project deliberately targeted young people living in hostel accommodation which rather restricted the numbers recruited.

The offer of free driving lessons was a major pull in both Bexley and Bedfordshire and gave the young people a clear outcome in sight. In Goole, East Riding, the young people who took part were delighted at the prospect of being able to take their Compulsory Basic Training (CBT) in motorcycling and of having opportunities to practise off the road.

In Hampshire, a major attraction was free access to computers for producing a magazine for, and about, homeless young people in the town. The opportunity for hands-on experience with PCs was also a pull factor in Doncaster. In Bromley the young people were attracted to the idea of organising a holiday for disadvantaged children in the locality and of spending their time planning for it and learning the basic and key skills in a venue which was different from those used for conventional courses. The practical aspects of the programme in Kingston – learning and applying the skills needed to produce a CD-ROM – were the big selling point.

The activities themselves were often the spring to motivation. The opportunity to gain a qualification through informal learning appealed to others, although the amount of writing required was something of a counterweight.

Youth workers believed that the regulations governing the payment of the Job Seekers Allowance was a factor in making recruitment difficult. Experience of trying to claim benefit had taught young people to keep their heads down and had compounded and confirmed their distrust of those in authority.

## What did you achieve?

*'I overcame my shyness of talking on the telephone ... it has helped me to brush up my writing and spelling.'*

*'I have made new friends, taken up driving again – hopefully I will pass! It has given my confidence a boost.'*

*'I've gained much more confidence, met new people and friends and found the atmosphere really friendly.'*

*'I've gained some experience from my driving lessons which has also given me more confidence. I've also got back to study mode and I'm starting a new course soon.'*

# Young people

The characteristics of young people involved in the projects varied in each area. In Doncaster, the staff were unsuccessful in recruiting young people from the area of town where they live in bed-sitter accommodation, and ended up with several young people with special educational needs referred by schools who believed they would benefit from learning in a less formal environment. Fifteen of the twenty three recruited had no qualifications from school whatsoever.

In Bexley, some students in one of the projects were on heavy medication because of psychiatric problems, and in a second group a number of young women were single parents. The project also recruited a dyslexic student and young people for whom English was not their first language; some of the latter struggled on the course and decided to leave. Nearly all the Bromley students had learning difficulties, mostly brought about by behavioural problems.

In Durham, all students lacked confidence in their learning skills and some were isolated in rural areas. In Kingston, the young people were largely unemployed with few formal qualifications; two were from a refugee project, a further two were on a youth training project and three were involved in a drugs rehabilitation programme. Indeed, the diversity of the group proved a most valuable asset in securing its cohesion.

Several students required a great deal of personal support to stay on the projects. For those who were homeless and unemployed, their lives were extremely turbulent and they were mistrustful and sometimes hostile to authority figures. It took time for them to build up relationships with adults whom they felt they could trust. This put further pressure on the staff, who had to try and meet the requirements of accreditation within time constraints.

The students benefited from the scheme in all kinds of ways in addition to acquiring and developing basic skills. The most important outcome for most of them was the enhancement of confidence and self-esteem. For many it was a major achievement to get out of the house and reach a given place at a given time each week. To proceed from that point to make and enjoy productive relationships with their peers and with adults in a learning context, however informal, was considerable progress. The basic skills accreditation was the icing on the cake. Being able to take part in new experiences and to see the outcomes of their efforts materialise before their eyes, did much to improve their self-belief, and many then began to recognise that this opportunity was a gateway to others.

# Profile of participants

| Borough | Age | | | Sex | | Ethnicity | | | | Completed |
|---|---|---|---|---|---|---|---|---|---|---|
| | Under 16 | 16-18 | Over 18 | M | F | WUK | A/C | Asian | Other | |
| **Bedfordshire** | – | 12 | 15 | 14 | 13 | 11 | 6 | 3 | 7 | 16 |
| **Bexley** | 0 | 8 | 26 | 15 | 19 | 26 | 3 | 1 | 4 | 26 |
| **Bristol** | 1 | 15 | 10 | 16 | 10 | 11 | 15 | 0 | 0 | 13 |
| **Bromley** | 0 | 6 | 2 | 7 | 1 | 6 | 1 | 1 | – | 8 |
| **Doncaster** | 0 | 13 | 8 | 12 | 9 | 17 | – | 3 | 1 | 17 |
| **Durham** | 3 | 12 | 16 | 16 | 15 | 31 | 0 | 0 | 0 | 18 |
| **East Riding** | 0 | 21 | 0 | 12 | 9 | 21 | 0 | 0 | 0 | 21 |
| **Hampshire** | – | 6 | 9 | 12 | 3 | 15 | 0 | 0 | 0 | 6 |
| **Kingston** | 1 | 12 | 4 | 14 | 3 | 11 | 1 | 1 | 4 | 2 |
| **West Sussex** | 0 | 2 | 4 | 5 | 1 | 6 | 0 | 0 | 0 | 0 |
| **Total** | 5 | 107 | 94 | 123 | 83 | 155 | 26 | 9 | 16 | 127 (62%) |

# Assessment

All schemes assessed students at the beginning of the project, while they were on the programme, and at the end. Different methods were used. At the initial stage, the Bedfordshire scheme used the college's screening test, approved by the Basic Skills Agency, so that students could work at the level of Wordpower and Numberpower that best suited their needs. At Bromley the basic skills tutor used the local college's application form and some simple Wordpower tasks to check the students' abilities. In Doncaster, tutors assessed the young people through questionnaire, discussion and negotiation and in West Sussex they applied a student profile. The procedures tended to be informal because it was thought that any more formal arrangements would put the young people off.

During the programme, students built up their portfolios by compiling evidence of their achievements and this was the main assessment method used by tutors. There was a fair degree of self-assessment, using worksheets, checklists and so on. Small group exercises and one-to-one tutorials also helped tutors and students together to keep track of progress. In one project the youth worker was also a qualified basic skills tutor and this was a considerable asset. The usual range of assessment procedures was used at the end of the programme, with student and tutor assessments being checked by internal verifiers and moderated externally as well.

Generally, the assessment procedures complied with the usual standards required of Wordpower and other basic skills accreditation. The benefits of these procedures are that tutors and students can keep a regular eye on how progress is being made, and where there are difficulties remedial action can be taken. The students confessed to finding much of the paperwork involved in assessment tedious and some needed considerable encouragement to complete their portfolios. Others were motivated sufficiently by the prospect of achieving the qualification or part of the qualification at the end of the programme.

Wordpower accreditation was most relevant for magazine projects (Durham, Hampshire) but the assessment records required revision to make them more user-friendly. At Kingston, after the initial intensive skills training and residential weekend which were thoroughly enjoyed by students and staff, it proved difficult to motivate the students to continue with the programme in order to secure their Wordpower accreditation. Some tutors found that there was insufficient time in the programme to comply with all the requirements of accreditation and this acted as a constraint on the work.

In Doncaster, the use of the local Open College Network qualification enabled some bureaucratic hurdles to be overcome but the qualification was limited in so far as it did not give recognition to the students' oral communication skills, nor to some of the key skills they demonstrated, such as working in groups and personal development. Some schemes considered that Wordpower was also limited because of its narrow focus on individual progress. Basic skills accreditation should also recognise the achievements made by students in groups.

For ESOL students, the Pitmans qualification can be offered easily on demand at three months notice; it is inexpensive to run and not too time-consuming.

Only some of the schemes used key skills accreditation, which was surprising in view of the importance attached to the young people's personal and social development. The motor vehicle project in Barnard Castle used the RSA Key Skills accreditation and this was made easier by the basic skills tutor being prepared to take a very hands-on approach and get involved in some of the maintenance and repair activities alongside the students. Other schemes found it too cumbersome to overlay key skills accreditation on top of basic skills. The ASDAN and Youth Achievement Award is being considered by youth services for future projects of this kind.

## What was your best moment?

*'One of the highlights was when I drove a police Landrover. This was a very frightening experience when I turned left at 30 miles per hour – I thought it was going to tip over.'*

*'The best moments were on the couple of days away at Buckmore Park – just being with the others and taking part in all kinds of activities was excellent.'*

## What was your worst moment?

*'Doing the writing.'*

*'Coming last in both the rifle-shooting and go-karting – bah, sour grapes!'*

# Outcomes

| Borough | Qualification | Level | No of units | No of students entered | No of students partly completed | No of students fully completed |
|---|---|---|---|---|---|---|
| Bedfordshire | NVQ Wordpower | Foundation | 3 | 5 | 5 | 2 |
| | | Level 1 | 3 | 20 | 18 | |
| | | Level 2 | 2 | 2 | 2 | |
| | Numberpower | Foundation | 1 | 3 | 3 | |
| | | Level 1 | 1 | 24 | 24 | |
| Bexley | Wordpower | Entry | 3 | 8 | 2 | |
| | | Level 1 | 3 | 15 | 12 | 1 |
| Bristol | Wordpower | Entry | 3 | 1 | | 1 |
| | | Level 1 | 1 | 4 | | 4 |
| | NVQ Working with Others – ASDAN | Level 1 | | 6 | | 6 |
| | RSA NVQ Business Administration | Level 2 | 1 | 5 | 5 | |
| | | | 1 | 2 | 2 | |
| Bromley | Wordpower | Entry | | 7 | 3 | 4 |
| Doncaster | OCN Making Tracks in Communication | Entry | 3 | 15 | 1 | 14 |
| | | Level 1 | 1 | 4 | 3 | 1 |
| Durham | Wordpower | Level 1 | 3 | 12 | 2 | 10 |
| | NCVQ Key Skills | Level 1 | 3 | 8 | 8 | 8 |
| East Riding | Wordpower | Level 1 | 2 | 2 | 2 | |
| Hampshire | Wordpower | Level 1 | 3 | 3 | | 3 |
| | | | 1 | 7 | 4 | 3 |
| Kingston | Pitmans ESOL | | | 1 | | 1 |
| | Wordpower | | | 3 | | 3 |
| West Sussex | None | | | | | |

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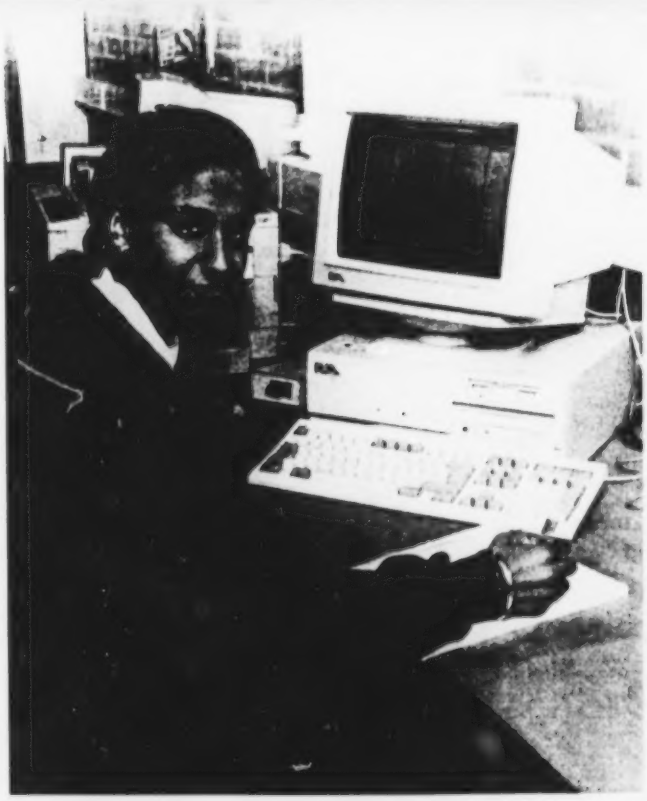
# Resources

The scheme introduced tutors and students to a wide range of resources which extended and enriched the learning experience. In addition to conventional learning resources such as books, periodicals and worksheets, the students had access to a range of technology which they had not previously used for their own learning and development. The use of still and video cameras, phones and fax machines, computers, printers and photocopiers gave them confidence in handling equipment which is now standard in most workplaces. It also helped to make learning fun and non-threatening. The use of the studio and mixing desk for the music project at Bedford Youth House contributed greatly to the students' motivation and achievement.

The application of a word-processing package for writing articles for a magazine helped to raise confidence and give students a sense of pride in their achievements. The computer tells when a mistake has been made through facilities such as a spelling checker and this avoids the humiliation of having one's frailties exposed in class. The results are immediate and look good; there is no embarrassing scrawl to decode, no crossing out to spoil the effect. In West Durham, the motor project made good use of a software package designed to teach and assess progress for the theory part of the driving test.

The modest IT facilities available at the youth and community centre in Conisborough, and the mobile facility provided by the Brinsbury Agricultural College in West Sussex, helped to motivate young people who might otherwise have not been drawn to basic skills tuition. The state-of-the-art multimedia equipment used on the Kingston project and the radio studio used in the Bristol project each proved to be a major spur to student motivation.

Driving vehicles, whether go-karts, motorbikes or police cars (under supervision!), was the spur to several good intentions and achievements. Inevitably it was the activity which proved the spring to motivation for many. The young people on the Bromley project derived great pleasure from the holiday they arranged for deprived children in their neighbourhood, not only because it was inherently enjoyable but because it was the culmination of all their efforts in raising money and organising events. The outdoor activity centre used by the Kingston scheme provided challenge courses, mountain biking and archery, thereby helping to motivate the students (despite bad weather) and providing entertaining material for the CD-ROM magazine. However, during the production process it proved difficult to engage everybody because of the technical guidance needed.



The CEDC grant tended to be used in most cases to deploy the time and skills of the youth workers on the projects. The basic skills tutors were funded through the usual FEFC sources. Only in West Sussex did the provision of the data required to trigger the FEFC funding present a problem.

However, there are certain factors that need to be taken into account when funding such projects. For example, to conform to the requirements of the Basic Skills Agency quality standard, there has to be a certain ratio of tutors to students and this has cost implications. There are also difficulties in running programmes that start and finish at times which do not easily conform to the census dates when FE sector colleges count student learning hours. It is not always easy to strike the right balance between the flexibility needed if schemes like this are going to be successful in reaching and retaining young adult learners (whose lives are sometimes chaotic), and the order and systems required by partners' funding bodies to comply with established financial and accounting procedures.

The key resource in all projects was the enthusiasm, commitment and resourcefulness of the basic skills tutors and the youth workers, in particular their efforts to ensure that the young people enjoyed the programmes and had opportunities to develop confidence and social skills while working towards some qualification. They did not let the tail of accreditation wag the dog of experiential learning.

# Accreditation

Wordpower worked very well for magazine projects (Durham and Hampshire). In Durham the logbook was redesigned to make it more user-friendly. It was also used flexibly in Bexley where most of the activities planned around the theme of driving were amenable to accreditation. Some of the students expressed a strong sense of achievement over having completed their elements and ticking the boxes accordingly. The flexibility of Wordpower proved an asset in securing the achievement of students on the Bristol radio project, which also used units of the ASDAN Foundation Award to try and accredit those skills ('Improving personal knowledge' and 'Working together') not covered by Wordpower. However, the external verifier would not accept the young people's work because of the low levels of literacy!

The NVQ Key Skills accreditation used in Durham proved flexible enough for the motor vehicle project, although it required a versatile and resourceful basic skills tutor to develop appropriate methods for collecting evidence. Here the staff sensibly organised a training day at a local hotel, far away from the dirt and grease of the workshop, for young people to work on their portfolios so that these were ready for presentation to the external verifier. The surroundings did much to enhance their enthusiasm for the task.

In several cases, project staff found there was insufficient time to finish all units for the Wordpower and Numberpower qualifications, hence the low number of those who completed them.

## What will you do next?

*'I'm starting three new GCSEs soon – Law, English, Maths. The course I believe has given me the confidence to get back into a study mentality – it's been an excellent experience and we've got a lot to thank the team for.'*

*'I think this course has made me want to do more courses.'*

*'Carry on to get more qualifications in different subjects.'*

*'I would be interested to do more projects like this. Hopefully I will pass my driving test and can take my family on nice days to the coast.'*

**East Riding: driving game**

# Positive and negative factors

The success of these projects hinged largely on the extent to which the key partners – youth workers and basic skills tutors – were able to complement each others' approaches and skills. Where they did complement them, as, for example, in Bexley, they were able to provide students with a combination of support, guidance and coaching and to inspire them with confidence and enthusiasm for the task at hand. However, there were occasions when this partnership was not productive, mainly because either the youth worker or the basic skills tutor had an inflexible approach and was not willing to engage in the necessary give and take.

The most effective projects had clear aims with which the young people could identify. Learning a practical skill, such as driving, gave a focus and context for the learning of basic skills. And where the practical activity relied on teamwork for it to be effective, such as building a boat, writing a magazine or making a radio programme, it had added value, equipping the students with key skills in the process.

The projects brought important social benefits of companionship and mutual regard for young people, some of whom had been extremely isolated and depressed by their social conditions and educational underachievement. In Doncaster, for instance, the two groups of young people never became very close but differences were overcome on joint projects through effective communication and teamwork. Their social and communication skills were enhanced, opinions were valued, decisions respected and self-esteem raised.

It proved important to give coherence to a programme, particularly where the interests of students tended to be diverse, as in Bedford's music project. When all students shared a common objective, and started the programme at the same time, the project acquired a structure and focus which helped staff as well as students. And where time had been set aside at the start of the project to plan how to use the complementary skills which youth workers and tutors brought to the scheme, all who participated found benefit.

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Several young people found that the paperwork demanded by the assessment and accreditation processes detracted considerably from their enjoyment of the scheme. Writing is just one of four communication skills in which the student must demonstrate proficiency, the others being reading, speaking and listening. However, where it was seen as the principal skill and required students to keep checking and redrafting their work, it became burdensome.

Similarly, students who had bad experiences of formal schooling were easily deterred by paper-based assessment. The best projects used other forms of assessment which were as rigorous and reliable but more enjoyable, for both students and tutors.

**BEXLEY WINS DRIVING OPPORTUNITY FOR YOUNG ADULTS**

17-25 year olds in the Thamesmead area are able to improve their career opportunities by joining the Moving On Project starting in May 1997.

There will be a meeting at the start of May at the Thamesmead Centre, Yarnton Way for anyone interested in a 4 hour a week, 15 week course to improve communication skills and become more confident with numbers. As these skills are centred around driving issues, students will be given 10 free driving lessons, and a free driving test. Thamesmead has been generous in giving funds to help support the project.

"By combining forces with The Adult Education College for Bexley, Thamesmead Youth Centre is able to offer this exciting opportunity to anyone needing that little extra help to start the career doors opening" said Martin Wyborn, Thamesmead Youth & Community Centre Manager.

Further information can be obtained from Martin Wyborn at Thamesmead Youth Centre, Yarnton Way. Tel: 0181 310 0247 or Jane Wong at the Thamesmead Centre Tel. 0181 311 8165.

# Support

The local projects received support from many quarters, some of them quite surprising. For example, in Bexley, the local police made some of their transport available and this provoked considerable excitement and interest from the students. In Durham, the project received support from the adult education specialists who provided assessment and learning support for students. In Doncaster, staff from both the college and the youth service met frequently not only to plan and review the projects as they unfolded but also to give each other moral support – particularly important when moving into relatively uncharted waters.

CEDC supported the local projects principally by arranging with the basic skills consultants from Tile Hill College for the induction training of staff. These sessions were highly valued, not only for the advice and guidance given on planning programmes, keeping records, monitoring progress and developing materials, but also for the opportunity they gave staff to meet each other and exchange information, ideas and experience.

Projects were also offered the support of a London-based publicity agency in promoting the programmes locally and in celebrating their achievements. It was sometimes difficult to get local media interested, and an important lesson learnt has been the need to ensure that in news releases and reports words are chosen carefully to describe the projects and the beneficiaries. Any suggestion that the young people may in some sense be inadequate will not only drive away those who have shown some interest, but will also deter others who might otherwise have been prompted to take part.

Further on-site support to projects was provided by Tile Hill College, Coventry, which has an excellent track record in the teaching and learning of basic skills to young and mature adults. A team of four specialist tutors was deployed to advise the local projects on the selection, use and development of materials.

# Driving force behind young unemployed

By MARK ANDRESS

## Where L stands for literacy

By Allen Edwards

# Driving force for young jobless

A TRAINING opportunity with a different angle will be on offer to jobless youngsters next month.

Crayford and Barnehurst youth centre has joined forces with Thamesmead adult education centre for a 15-week course which centres on driving skills.

Young people from the Crayford, Barnehurst and Bexleyheath areas, aged between 17 to 25, will be given 10 free driving lessons and a free driving test as part of the course.

Learning to drive will be used as the focus for improving communication skills and to help become more confident with numbers.

There will be selection day next Tuesday (March 25) at the youth centre in Woodside Road, Bexleyheath for anyone who is interested in being considered for a place on the course.

For more details call Tony Ball at the Crayford and Barnehurst youth centre on 01322 527176.

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# Case studies

## Liam

At the start of the course Liam lacked motivation and was very unsure of himself. His concentration was poor and he could only manage a few minutes on a piece of work before his attention would wander to another young person or something outside the window. He found it difficult to complete tasks, got bored easily and lost interest in them. When he stopped trying, he failed to achieve what he had set out to do and this reinforced his own low opinion of himself. He was in a downward spiral of low self-esteem. He felt he was stupid and could not cope so he would not try. His own failure to achieve became a self-fulfilling prophecy. But Liam was not stupid. He was disheartened and his financial and social circumstances made it difficult for him to use and extend his abilities.

Initially we worked on his concentration and encouraged him to redraft and finish his work. After a few weeks he began to recognise that he was achieving some success. He then began to take more pride in his work, concentrate for longer periods and work on more complex ideas. He became very focused on completing an article for the magazine and gaining a certificate. He would impress visitors with his enthusiasm. By the end of the course Liam had written a couple of well researched articles for the magazine and had completed two units of Wordpower at Level 1. Liam is still attending the programme and trying hard to achieve.

When he joined the course Liam was living in hostel accommodation and his dream was to have his own place. Recently, his biggest challenge has been moving into a flat of his own. He is very pleased with it and soon after he visited the project, having bought a mop, bucket, broom, dustpan and brush to keep it clean. He has also been given a pet cat called Nancy. Through his writing it is clear that he is very attached to his new friend and takes good care of her.

Liam's life has changed enormously during the project. Things still go wrong for him and there are still days when he feels unsure and indecisive. He has, however, gained an enormous amount of confidence both in himself and in his dealings with others. He is also more able to put pen to paper and to express himself both orally and in writing.

Not all improvements in his life can be directly attributed to Skilled! Other agencies and individuals have helped him through this difficult time. However, I am certain that the work Liam has been doing for the magazine and for his Wordpower certificate has enabled him to recognise his skills and this has doubtless contributed to his achievement.

## Becky

When Becky first came to the scheme her self-esteem was low and she constantly put herself and her actions down. Her lack of confidence made it difficult for her to talk to strangers. But she was bright, had some very good ideas and was willing to put them down on paper. She was well motivated and would not stop what she was doing until she was satisfied with it.

While working on articles for the magazine she was encouraged to find things out for herself and this often meant talking to people either in person or on the phone. At first she needed lots of encouragement to do this but by the end of the course she was very keen to use the phone – sometimes too keen!

By the end of the course Becky had not only contributed several articles to the magazine but she had also completed her full Wordpower at Level 1. Like many young people, Becky did not find it difficult to learn but she lacked confidence in her ability to use newly learnt skills.

Becky now works in a local coffee shop where she has to deal with different people on a daily basis – something she would have been daunted by only a few months previously.

## Peter

Peter was a 20 year old young man whose confidence and self-esteem were at rock bottom. He was under the control of a parent who was violent, unreasonable and dominating. He came along to the project with a friend (whom he was not supposed to see), and when the young people decided to fundraise and organise a holiday was told he would not be allowed to take part.

As the course progressed, Peter became a little more confident and shared some of his life's experiences with us, something he had not done before. His situation was pretty awful and he was offered the opportunity to look at it along with lots of information about what he could do. He decided he did not want to do anything at that time.

We spoke to his dad about the holiday and Peter joined us. We had a brilliant time. It was Peter's first time away from the family at night. For the first time in his life he did not go to bed until 2.00am; he had a pint of lager and made decisions about where to go and what to do. He returned a much more confident young man determined to hang on to some of that independence.

Towards the end of the course, Peter produced an application form that he wanted help with completing. We helped him with the form and gave him some interview practice and tips. He got the job and is now working part-time in two different supermarkets, working 34 hours each week.

Taking part in the Skilled! project, and being in a position to talk to people, has certainly helped this young man on the road to independence.

## Donna

Donna had been unemployed for eighteen months before joining the 'Moving On' scheme at Bexley. After seven weeks she got a job as a 'clinic clerk'. She is still taking some driving lessons and revising for the driving theory test. When last contacted she was waiting for the basic skills tutor who had arranged to visit her at home so that she could complete one more element of Wordpower. This illustrates the strength of commitment shown towards the scheme by both, since the tutor's contract had already expired. It is not possible to say categorically that Donna got the job simply as a result of following the course but she was clearly stimulated by it to try again in the labour market.

## Steve

Steve is 24 years old. He attended the first course that we ran at the Crayford & Barnehurst Youth Centre. Prior to attending the course Steve had done all kinds of jobs but had not really found what he wanted to do. He was an enthusiastic participant, always ready to help and to volunteer when anything needed doing. He came on to the course having no real formal qualifications, but wanting to find his way forward and having a real talent for art.

Steve was one of the older participants but lacked confidence. Although all of the members of this first group were very different, they were very accepting of each other and worked well together. By the end of the course we tried to discuss with group members what they could move on to. It was suggested to Steve that he talk to someone about putting together an art portfolio for further study but he did not seem to take up this offer. A few weeks later, however, we found out that he had been to the local college and had enrolled on a number of courses. We asked Steve to write something about where he is now and how the course may have helped.

Steve wrote:

> *'Since I last saw you I've started five courses at college. I'm taking: 'A' Level pre-degree Foundation Diploma in Art History, GNVQ in photography, and two GSCEs in English and Maths because I couldn't finish them at school. All this is so I might be able to go further to study, at degree level. I want to do a Fine Art BA degree. I'm still attending Thamesmead Youth Centre with Martin for the D of E and am enjoying it very much.*
>
> *I've also got a morning cleaning job and am not unemployed any more, and finally I've started a Banger Racing Course with John Gooch at Thamesmead. I haven't heard from the others from the Moving On Project because we all have gone our individual ways.*
>
> *PS All this college stuff is all down to me doing the Moving On Project, at Barnehurst Youth Centre. When I was unemployed my enthusiasm wasn't very high and finding an interest in any job was becoming an annoying bore. The course tutors gave me a chance to improve myself and my confidence was really low. I now feel confident at not only taking driving lessons but in knowing what I want for my future. I'm not afraid of taking the Big Step.'*

The way in which Steve has developed is down to him, but, as he said, the course gave him motivation and confidence to go on to the next stage and to decide for himself. The number of participants that the course may have helped in this way is not easily quantified, but we believe it may have acted as a catalyst, helping many of the young people to re-assess their future.

# Young people's writing

## Sexual health

*I am young myself and writing an article on sexual health aimed at young people aged 16-25.*

*If you take the word SEX there are many definitions such as Relationships, Diseases and Contraception. Obviously, I am unable to cover all the issues but my main ones are Diseases and Contraception.*

*Firstly, if you have unprotected sex you put yourself at the risks of HIV, AIDS, genital warts and gonoreha, etc. The best form of contraception is the condom which is 99% effective from diseases and pregnancy. Most young people think that the Pill will protect them from diseases but it only in fact protects them from pregnancy. There are many other contraceptions but not as effective as the three mentioned above.*

*For advice there are many different places you can visit. If you are unsure you have a disease then you should visit the GUM (Genito-Urinary Medicine) clinic, there is one at Guildford, the telephone number is 01483 573852 or at Basingstoke 01256 313333.*

*Then if you find out that you have become an AIDS or HIV victim then you can phone National AIDS Helpline on a 24 hour freephone number 0800 567123 or you can contact the HIV and AIDS Test and Counselling at Guildford on 01483 37007.*

*For contraception go to the Family Planning Clinic to get condoms free. You can also get condoms from chemists, supermarkets and pub toilets – so if you do meet someone in the pub and are thinking of having sex with them make sure you are safe.*

*To buy the femidom you have to purchase them at chemists and supermarkets as the family planning Clinic do not give these out, but for the Pill you will need to go to see the doctor and they will ask questions and then give you the Pill which is best for you. If you have unprotected sex, the following morning you can take the Emergency Pill.*

## No job, no money, no home

*If I was asked to portray England in 1997 I would have to compare it with Victorian England. Why bother to upgrade Aldershot when the statistics show homelessness in Aldershot is high. If we could banish homelessness by the year 2000 this would be a far greater issue to celebrate than just because its the Millenium. One way I think would be to make homelessness illegal. For 15-20 year-olds thus meaning that the local housing associations would have to house them. All of the social services are full mostly of young people who can't get housing benefit so why not open up more hostels for the homeless.*

*Why should the young people live in cheap accommodation. I wouldn't want to live somewhere that was damp and cheap. If our youth don't find accommodation because of lack of housing benefit this would lead to poor health. Wise up, these youth are next generation of adults. How are they supposed to work no money no job no home. This could also lead to crime in most circumstances. This does happen and will.*

# Colin

*My name is Colin. I was born on 20/08/70. I was in care at the age of two until I was 18. At the moment I am signed off sick because of back problems and severe obesity. I also have difficulty breathing sometimes.*

*I get £80 through income support every two weeks to live on. After I have paid for clothing, food and toiletries there is not enough left to last two weeks. I would like to see the politicians live on this as I know they couldn't. Because that's life.*

*I am a happy-go-lucky person it takes a lot for me to feel down. I do have a quick temper sometimes and I am quick to judge people with out thinking about what I have just said, so I try to think before I insult people.*

*I am single at the moment but would love to have a girlfriend, but I want to sort out my accommodation and the way I look. Last Thursday I viewed a property offered to me by the council it is a one bedroom flat. I cannot wait to move in as this is a step closer to independence.*

*James and Me organised and formed our own Hard-core Punk band. The name Snotrag came from a comic strip based on punks, the cyber Punks. If I had enough money I could buy another better microphone as the last one was naff. Snotrag was formed in early February 1997 the band is a four piece consisting of Jasen who's a skinhead, James who's a hard-core punk and last but not least is Colin the Punk. The bands main ambition is to make it in the music industry. And become the second best punk band in England. I personally feel The Exploited are the best punk band this is why Snotrag want to be second. Snotrag would like to be the loudest proudest punk band ever. I would like Snotrag to be big by word of mouth.*

*I would like to have children I dont care if its boys or girls or even both. I would love my children better than I was loved when I was young. I wouldn't spoil my children as I thing this is a bad thing to do and leads to behavioural problems. I admit I would find it hard to punish my children so I would get the wife to do that.*

*I know two things. I never want to be homeless again. I want to die before I get to old.*

*The End*

# Making radio

*The course was called Making Radio. The course ran for five weeks and it was held at the Sefton Park Youth Centre. I heard about the course from Johnnie at YES. I chose to go on the course because I am interested in radio and I wanted to have further skills in my folder and in radio.*

*I did an interview with Queen Bee on my own. I supported a vox pop at Brunel College in a small group and I did a lot of editing on my own, such as Jokes and Drugs and the DJ interviews. We all made a list of interview skills based on experiences. When doing the radio programme my job was to play the jokes and the traffic vox pop.*

*I got over the fear of the microphone and helped other group members prepare questions for interviews. I feel now more able to interview people with confidence. At first, working in a group was a problem. As time went on it was not so hard. The course was a valuable learning experience.*

*The course was held at Sefton Park Youth Centre. I heard about the course through Josie Miller. The course was an introduction to radio. It was for about five weeks, working in a group to produce a radio programme. I overcame my fear of speaking through a microphone, interviewing people on the streets, also in colleges, as well as learning how to edit tapes. If I had any problems then Steve, a tutor was there, also Johnnie and Rosie and Richard, and generally how to socialise better. It was very enjoyable and easy working in a group. I felt at ease with both tutors and students. It was a brilliant course and I felt very relaxed while working. My best moment was mixing up my own tape and listening to the debate on drugs with Kassim, a Bristol drugs counsellor. My worst moment was having to interview people on the street, but overall the course was great.*

**Bexley: driving skills project**

# Continuation

Bexley reported that LEA officers have been very pleased with the local scheme and its outcomes and are intending to run similar programmes across the borough with SRB funding. They are also intending to develop a banger-racing project as an extension of the driving scheme. A presentation about the project was made to a senior official from the Government Office for London who expressed considerable interest and encouragement for what has been achieved. The Bexley team is only likely to change the scheme a little and will build on the foundation of good practice which has already been established.

Bromley is hoping to link its scheme and the young people who have been through it with the Prince's Trust Volunteers scheme which runs locally. In Durham, the project has strengthened the local authority community education service's resolve to introduce more accreditation to youth work activities, so that young people can gain recognition for what they have achieved which can earn currency in the world of work and the local community. In Doncaster, the college will review its provision of basic skills in the community in the light of its experience.

In Hampshire, the Daylight Magazine project, with the support of Hampshire TEC, has been able to secure additional funding for eighteen months from the New Start initiative established by the Department for Education and Employment; the idea is to build on the experience of the Skilled! project and an extensive peer training and support programme organised by the county's youth service to devise further Wordpower-accredited youth literacy initiatives. Discussions are also taking place with the Employment Service locally to explore the feasibility of the project contributing to the Gateway stage of the government's New Deal initiative.

The major lesson for some youth services has been not to try this approach with young people who are unknown to youth workers. There are also discussions taking place concerning the ways in which special schools can link with youth services in order to seek Youth Achievement Awards. It is generally intended to make learning and accreditation much more central to youth work practice.

# Basic skills & youth work

# Guidance on setting up a local scheme

## Creating a partnership

As a first step, it is crucial to select staff who are enthusiastic about this initiative and who are prepared to work together across sectors. Try to identify youth workers who see the development of basic skills as a legitimate goal and task for youth work, and basic skills tutors who are prepared to work informally with challenging students and who are willing to experiment with unorthodox ways of teaching and learning. It is also important that the youth workers and tutors are prepared to work together closely in planning, delivering and reviewing the programme, and that they recognise and respect each other's complementary skills.

Secondly, the spirit of partnership needs to be extended to ensure that opinion-formers within the institutions and the wider community support the project. In particular, the local media need to understand what you are trying to achieve so that they can promote the scheme accordingly. Check drafts of articles and news releases carefully to ensure that the language used takes account of the sensitivities of young people.

## Funding the programme

Until now it has been relatively straightforward to finance education provision of this kind by a judicious use of funds from the Further Education Funding Council (FEFC) and local authority youth service budgets. In the projects described in this report, it was possible to secure funds from the FEFC by means of the Demand Led Element; this provided for those elements of a college's programme not covered by its main funding allocation. However, this mechanism no longer applies so it will be important for any scheme to ensure, if possible, that it is incorporated in a college's strategic plan.

It is vital to contact the local FE college to see if it can fund the tuition element of the scheme from existing resources. This is more likely to be the case where a college has not yet achieved its targets for the year. Even colleges which have been successful in hitting their targets may be interested in supporting a scheme, since some may well have limited funding available targeted at widening participation to include students not traditionally represented in further education – just the kind of students who are the intended beneficiaries of this initiative.

Several local authorities have set themselves objectives for raising standards of literacy in their local communities and may have resources dedicated to this end. A case can also be made for attaching these projects to broader goals of lifelong learning and local regeneration, since the acquisition of basic skills enhances employability. In this case Training and Enterprise Councils and economic development agencies can legitimately be approached.

Other sources of funding that might be approached for this work include Objective 3 of the European Social Fund, Youthstart which is also an EU programme, and the Single Regeneration Budget. Make contact with the local authority officer responsible for securing external funding or the equivalent member of staff within a local FEFC sector college to check out all possible avenues.

Key features in any funding application should be:

- evidence of need and interest among the target group
- a partnership of providers in place and ready to invest
- clear goals with identified and measurable outcomes.



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# Planning the programme

Time spent on planning is time well spent. Planning should be concerned with:

- team-building among staff
- devising the programme
- agreeing how to recruit the students
- exploring the most suitable forms of accreditation
- identifying the necessary learning resources
- creating the right environment.

Clear and realistic objectives are crucial to success, as is a well-drawn map or flow chart showing how these can best be achieved. It is important to recognise that the map may need to allow for some changes when faced with the demands, interests and vagaries of the students themselves.

A well-planned teaching and learning scheme is important if the project is to run smoothly. This should include a session-by-session schedule with clear outcomes for each, and the resources identified for achieving them. It should also clarify which member of the team is responsible for which aspects of the session.

This plan should also be sufficiently flexible to take account of contingencies, such as poor attendance because of bad weather, an unexpected lack of interest in a chosen activity or a shift in group dynamics.

It is not uncommon to have to change direction or emphasis during a particular session. In such cases it is important that all agree to do this and that at the end of the session the causes and consequences of doing so are explained.

Planning is not something that just happens at the start of a project with review added on at the end. It is important to allow sufficient time for proper review and planning between sessions, to modify programmes in the light of experience as they evolve. Otherwise detours can become blind alleys.

# Identifying the incentives to attract students

Disaffected young people are unlikely to be drawn to a scheme solely on the promise of improving their basic skills. There has to be an activity included which is inherently enjoyable (such as a residential week-end, messing around with motors or playing music) and/or which seems to have some pay-off that will enhance their prospects of getting a job and of earning money.

This may entail some field research amongst the intended target group. Free or subsidised driving lessons have proved to be a major incentive not only because of the financial benefits, but also because young people recognise that a driving licence puts them at some competitive advantage in the labour market.

It is not worth trying to soft-soap the students with the notion that all learning is enjoyable, but it is prudent to build a 'fun' element into the programme at key stages to hold their attention and maintain their commitment . Therefore incentives of one kind or another have to be found. An enterprising team should know where they can be located and secured at least cost.

# Recruiting the students

There are broadly two approaches to recruiting students. The first is to promote the scheme among young people with whom the youth service is already in contact. In these cases relationships of trust usually exist, and it is relatively straightforward to promote this as an extension of the existing youth work programme. The second is to promote this as a new opportunity for young people not known to the youth service or the providers of basic skills education. The project will then require imaginative and extensive marketing.

It is important to set aside a reasonable proportion of the budget and to use different strategies for informing young people about the programme. There are various ways of doing this:

- street or detached work deploying youth workers to contact young people on their territory and at focal points in the community
- circulating flyers and posters in key places – clubs, pubs, retail outlets, doctors' surgeries
- using local media, by putting stories and advertisements in newspapers, and features on the local radio
- visiting other agencies used by young people – youth justice teams, hostels, job centres, youth clubs – and persuading colleagues from these other services to refer young people on. And keep badgering them to make the referrals!



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## Creating the right environment

A base for the project is important. It has to be a place where young people feel welcome and where they are comfortable about meeting, not somewhere associated in their minds with formal education where they may have experienced failure. Examples might include a youth and community centre to which young people already feel drawn, a college outpost which is not threatening, a place where community activities are already taking place and where students can gain access to the resources they need – computers, vehicles, and so on.

It is also important that the venue has reasonable standards of decor and comfort. Young people are increasingly discriminating consumers and are unlikely to tolerate sub-standard accommodation.

## Teaching and learning styles

Many young people who need to improve their basic skills have had experience of education which they associate with failure, boredom and, in some cases, conflict. Like all students, they will have different preferred learning styles. It is therefore important to ensure that the teaching and learning in these schemes is undertaken with subtlety, sensitivity and, in some cases, stealth.

Some students will not mind attention being drawn to their difficulties and will take readily to a direct approach. Others may need to have their problems approached more obliquely. In the latter case, it may be a question of the students taking part in an activity – such as planning the route for a day trip to London – and then reflecting on the process. In doing so they should be encouraged to recognise what they learnt with regard to reading maps and calculating distances and journey times.

A balance needs to be struck between individual and group learning. Some students may lack the confidence to function effectively in a group and may think they can learn only in a one-to-one situation. These students will need a fair degree of individual attention initially. However, it is important to encourage them to take part in groups as well and to help them to recognise how much learning occurs in this way. With patience and sensitivity, students who start out on a programme as withdrawn and shy can find their way into a group and eventually play a full and enjoyable part in its learning and development. It is in these situations that the skills of youth workers come into play as they handle both the individual and the rest of the group to the mutual benefit of both.

## Finding, using, adapting and creating materials

The use of suitable materials are central to the success of the project, providing the means through which the students' learning takes place. Careful and considered selection, therefore, is of paramount importance. Essentially, materials used should be meaningful, stimulating, easily understood by the young people engaged in the project, and, above all, relevant. Success is far more likely if the materials are related to the theme of the project since student motivation will almost certainly be enhanced.

If accreditation is offered, there is a need to ensure that the materials used also satisfy the requirements of the awarding body. Where additional materials are required for accreditation purposes, it is important that, where possible, these are adapted to reflect the context of the project. While it is time-consuming to produce your own materials, they nevertheless have the advantage of being 'tailor-made' for a particular client group. They can be very effective when their use is supervised by tutors who feel they have real ownership of the work.

There is a vast amount of commercially produced material available on the market and, with careful selection, there is no reason why this should not be used successfully and meet all the necessary requirements. Ideas encountered in published materials can often be adapted to produce project-specific resources.

## Assessing work, recording progress and recognising achievement

Rigorous but sensitive assessment underpins projects of the kind mentioned above. Some distinctive forms of assessment are essential if work is to be appropriately designed for a particular learner, progress is to be monitored and achievement of outcomes recognised.

One of the first tasks for the tutor is to carry out an initial assessment of the young people about to embark on any particular project. This should be designed to ensure that the work proposed is relevant, challenging, and at a level which will maximise the students' chances of success. Initial assessment can take many forms, not simply 'testing'. It should also involve consideration of the students' backgrounds and achievements and seek to identify any limitations and needs for support.

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Through negotiation with the learner, realistic objectives can be identified, with some consideration being given to appropriate teaching and learning styles.

As the student works through a project, it is important to record and acknowledge their progress and achievement of goals at regular intervals. Records accumulated in this way can be used to highlight success, and to identify areas of difficulty which may require attention or possible renegotiation of objectives. For accreditation purposes, comprehensive records are essential, as these provide the crucial evidence of achievement.

Whilst initially the administration and paperwork associated with record keeping can appear burdensome, it actually does help to make the tutor's job easier and represents an essential aspect of the learning process.

# Choosing the most suitable form of accreditation

The opportunity to gain a certificate at the end of the project is, for many young people, not only a real achievement, but also a morale booster and confidence builder. Working towards targets required by realistic accreditation is also likely to increase motivation.

There is a wide range of accreditation available which can easily be incorporated into a particular project. The trick is to ensure that, as far as possible, the work that the young people are undertaking is compatible with the requirements of the awarding body. Probably the best form of accreditation is that which offers on-going assessment. This ensures that the work required for accreditation is integrated into the project and is seen to be meaningful and relevant, rather than being a series of apparently arbitrary, isolated exercises or activities which the young people have to complete simply in order to satisfy external requirements.

A successful project is one which remains focused on the central theme and which also gives students the opportunity to gain a certificate. A project could be doomed to failure where its main focus is seen to be completing the work solely for the purposes of accreditation and where the work is not an integral part of the project.

It is important to point out that where local accreditation programmes are being offered and funding for them is being sought from the Further Education Funding Council, clear progression routes should be in place for the young people involved.

Accreditation offered in the Skilled! projects included:

- City and Guilds Wordpower
- City and Guilds Numberpower
- NVQ Key Skills
  - Improving Own Learning
  - Working With Others
  - Problem Solving
- NVQ Business Administration
- ASDAN Foundation Training Award
- Pitmans ESOL
- South Yorkshire Open College Network – *I* Taking Tracks with Communication

Probably the best known are the City and Guilds Wordpower and Numberpower Certificates, and most Skilled! projects chose to incorporate elements of these certificates into their programmes.

## City and Guilds Wordpower Certificate

This certificate has a number of advantages. It offers a very flexible programme with a range of different levels. It can easily be adapted to meet the requirements of most programmes and students can work at their own pace. Assessment is on going, and the completion and achievement of all the units leads to the award of the full certificate. Partial completion also generates a certificate.

However, the qualification is not conducive to group work. It also requires a considerable amount of written work which reminded some of the young people involved in the projects of school. But the oral element is available for those who lack written skills.

On the whole, despite the feeling by some staff involved that the Wordpower Certificate was very time-consuming, it was felt that offering it at either Entry Level or Level 1 was appropriate for the young adult learners involved in the projects.

## Open College Network (OCN)

These programmes have the advantage of being flexible, particularly as they can be 'tailor-made' to suit the needs of particular groups of learners. In addition, they are often written to incorporate elements of personal and social development. Some teams commented that an OCN programme was more relevant and manageable.

# Projects & materials

*A wide range of materials was used across the projects. Some were produced commercially; others were customised, not only to fit in with a particular project, but also to meet the requirements of the awarding body, where accreditation was offered.*

The best materials – whether customised or commercially-produced are meaningful, stimulating, comprehensible and, above all, supportive of a particular project. Such materials contribute positively to sustaining and enhancing student motivation.

Occasionally materials were used in isolation and not related to a particular project. While it may sometimes seem necessary for a specific worksheet to be completed to satisfy the requirements of the awarding body, it may in other instances betray a lack of imagination and a less than full understanding of the needs of the learners.

In this section, we give an overview of the ten Skilled! projects, with examples of the various paper-based materials used. In the earlier part of the report, which evaluates the initiative, we refer to other types of resources which were used to support learning (see page 12).

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# Bedford

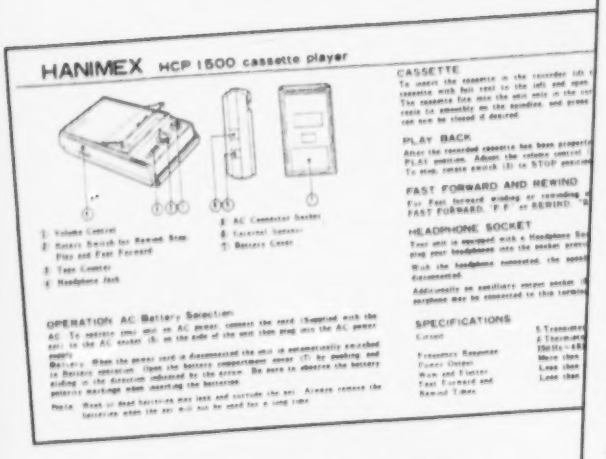
*The scheme was based at Bedford Youth House, located in the town centre adjacent to the local FE college. There were two projects. The first was concerned with music and made use of the Youth House's music studio with its supply of mixing and recording equipment and instruments. Despite the different musical tastes of the students, they were able to work together on small pieces of composition.*

*For the project, a wide range of materials was used – both customised and commercially produced. The materials were used in situ (in the recording studio) and also in the small group classroom setting with the basic skills tutor. Items drawn from the music business were used, such as an application form to license a record. The content of the material was not only relevant to the project, but also met the requirements of the Wordpower accreditation being offered.*

With hindsight, closer dialogue between the basic skills tutor and the youth worker in the planning stages would have made it easier to devise materials relevant to the practical work. Ten weeks did not prove long enough to produce sufficient evidence for Wordpower and Numberpower accreditation. However, some of the students continued working on their portfolios after the project was completed.

Effective links were made with referral agencies, including social workers and housing associations, in recruiting young people for the second project. This was a twelve-week programme on driving skills which included ten hours of free driving lessons for each student and forty hours of literacy and numeracy related to driving.

Examples of work included reading and learning the Highway Code, preparing for the written test and calculating distances. All of the students who took part, aged between 17 and 25 years, were looking for work and believed the programme would improve their prospects.



HANIMEX HCP 1500 cassette player

CASSETTE

PLAY BACK

FAST FORWARD AND REWIND

HEADPHONE SOCKET

OPERATION AC Battery Selection

SPECIFICATIONS

**Communication Skills Evidence**

**Unit 301 Read and respond to textual and graphical material**

**Element 1: Extract the main idea from a written source.**

Operating instructions for cassette player (eg playback, or record).
Wiring of the plug for cassette player.
Explain in simple terms what MIDI is, or sampling etc.
Obtain addresse(s) from advertisements relating to: companies providing record pressing services, recording studios etc.
Words of chosen song from album cover or notes.

**Element 2: Extract information from a graphical source.**

Pop music charts from music papers.
Prices from record pressing companies price lists.
Identifying parts of cassette recorder.

**Element 3: Refer to instructions to carry out an activity.**

Operating instructions for cassette player (eg playback, or record).
Wiring of the plug for cassette player.

**Unit 302 Communicate in writing**

**Element 1: Complete a form.**

Application for licence to press record.
Fill in Action Plan form for making cover version.
Complete Activity/Task Sheets for work completed.

**Element 2: Write letters, notes and other messages.**

Write letter to MCPS to accompany application for licence to press record.
Write to record pressing companies for prices.
Write down notes, suggestions for cover version for group members.
Write note to tutor for equipment required, booking studio, etc.
Copy words of chosen cover version.

**Element 3:Convey ideas, feelings and experiences in writing.**

Explain choice of song to record for cover version.
Explain experiences based on cover version project.

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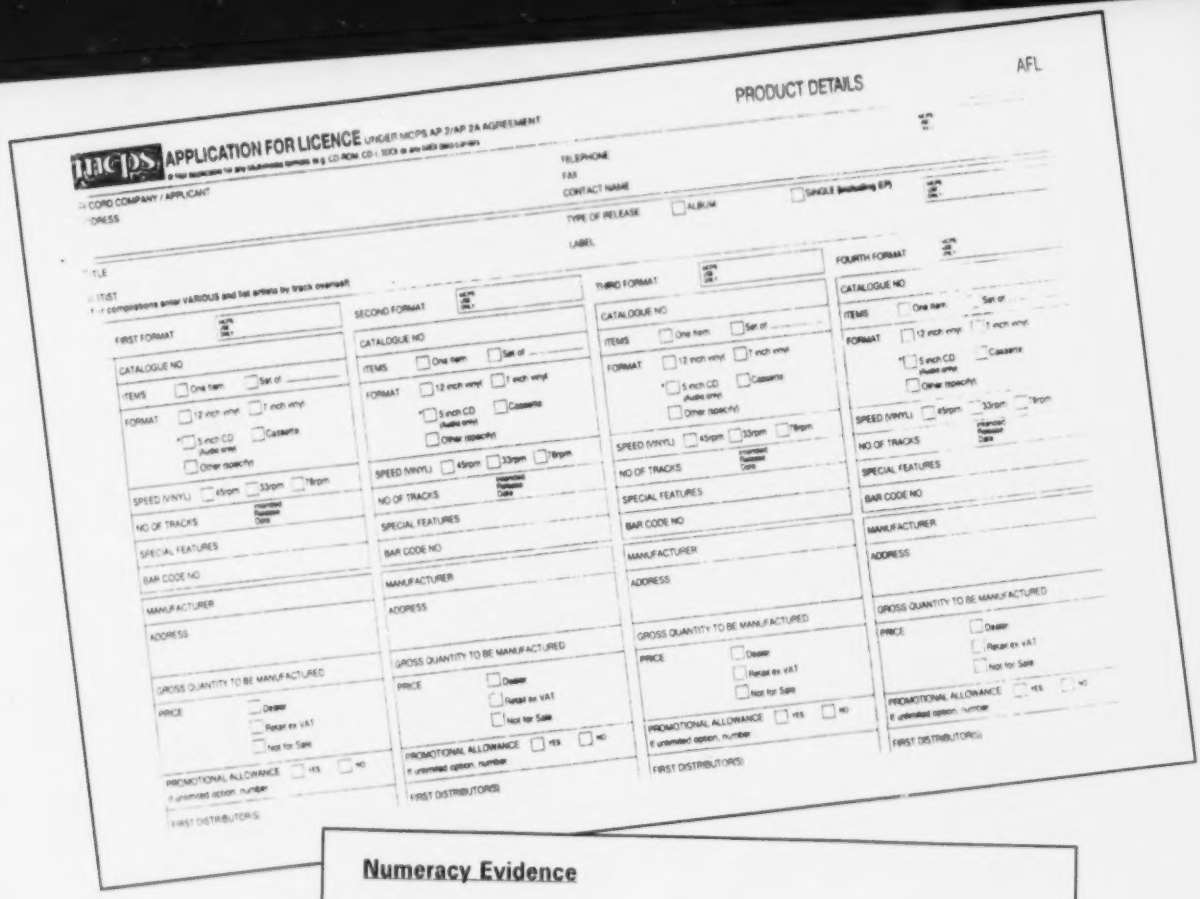


## Numeracy Evidence

**Unit 301 Handle data**

**Element 1: Read, write and report numbers.**

Selecting possible cover versions from Pop Charts.
Inform group members of numbered features on cassette player.
Read, write down and tell other group members of prices from price lists.
Read, write down and inform group members of telephone numbers from advertisements.

**Element 2: Extract data from tables and charts.**

Pop music charts from music papers.
Ordering parts or equipment etc., from a catalogue.
Checking on availability of studio for recording.
Check on suitable times for rehearsal or meeting depending on student timetables.

**Element 3: Count and report quantities and batches.**

Count records/CDs to check correct number on delivery.
Count out correct number of Activity Sheets/Action plans per student.

**Unit 302 Apply Number Skills**

**Element 1: Make and receive cash and non-cash payments.**

Pay for guitar strings, records,plugs etc., for small amounts.
Pay by cheque or postal order for record pressing etc.

**Element 2: Select goods and services.**

Select company to press record.
Select method of posting/payment.
Select choice of format for cover version, vinyl, CD etc.

**Element 3:Record the use of available resources.**

Make list of equipment required and cost and set a budget.
Make a list of available resources for recording including musical instruments



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# Bexley

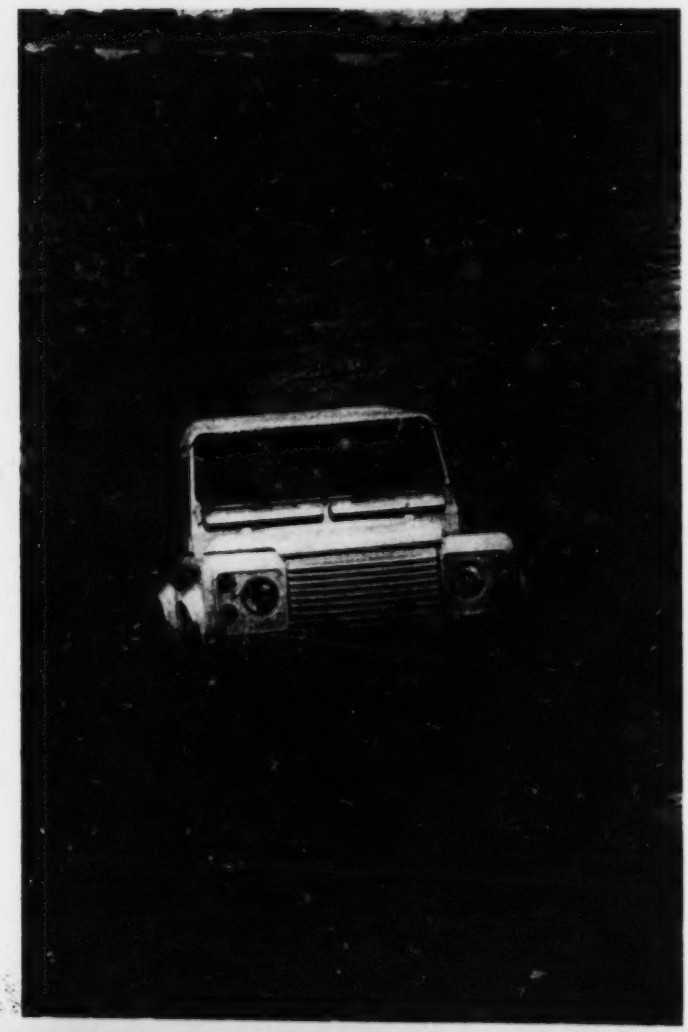
*'Moving on', as its name suggests, was concerned with driving skills. After initial problems with recruitment, an advertisement in one of the local newspapers generated considerable interest to the extent that three programmes were run in two separate venues. A total of thirty five young people took part, mainly aged between 17 and 25 years; some were single parents, some had experienced mental health problems and most lacked self-confidence.*

As well as learning basic skills using materials devised by the tutor, the students met with police and insurance company representatives who informed them about the legal aspects of driving. The programme included visits to a car auction, 'banger' racing, and a residential stay which provided opportunities for go-karting. The students had a lot of fun while improving their basic skills and self-esteem.

At the end of the project, a presentation was made to the leader of the council, the Director of Education and a senior official from the Government Office for London. The various agencies which had contributed to the project (police, driving school), and the students themselves, described what had happened and the benefits which had been derived. Staff involved in the Bexley project produced a set of instructions on how to drive a go-kart.

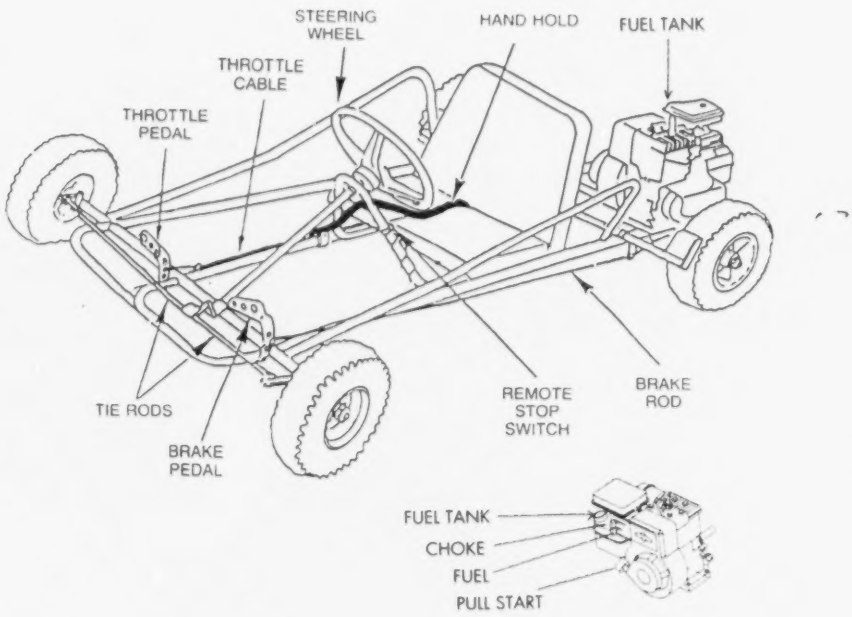
The materials conformed to the requirements of Wordpower. The instructions were attached to a detailed, clearly-labelled diagram of a go-kart and given to the young people when they visited Thamesmead Youth and Community Centre to use the go-karts. Having studied the diagram, the young people were then able to compare it with the real thing and follow the instructions in practice. A wordsearch, with words connected to go-carting, was also produced for the young people to complete while waiting for their turn.

The Bexley project drew on materials used in everyday life such as application forms for a provisional driving licence and for an insurance policy, maps to work out various routes and the Highway Code. These materials were compatible with the requirements of Wordpower. A commercially produced book of sample questions was also used for the Driving Theory Test.



# Using a 'Dingo' go-kart

1. Check footbrake for operation.
2. Check lockbrake for operation.
3. Check fuel quantity.
4. Check sump oil level.
5. Check front wheels and apply lockbrake.
6. Adjust choke lever to 'on'.
7. Adjust fuel lever to 'on'.
8. Put magneto switch in 'on' position.
9. Pull flywheel rope handle sharply and repeat until engine starts.
10. If engine doesn't start after 5 goes – wait 3 minutes, reduce choke position and repeat steps 6-9.



# Moving on

## Theory test

Example questions (11)

**Q1. A vehicle has a flashing green light. What does this mean?**

- ☐ A doctor is answering an emergency call.
- ☐ The vehicle is slow moving.
- ☐ It is a motorway police patrol vehicle.
- ☐ A vehicle is carrying hazardous chemicals.

**Q2. You are driving on an icy road. How can you avoid wheel spin?**

- ☐ Drive at a slow speed in as high a gear (as) possible.
- ☐ Use the hand brake if the wheels start to slip.
- ☐ Brake gently and repeatedly.
- ☐ Drive in a low gear at all times.

**Q3. You have stopped at the scene of an accident to give help. Which three things should you do?**

- ☐ Keep injured people warm and comfortable.
- ☐ Keep injured people calm by talking to them reassuringly.
- ☐ Keep injured people on the move by walking them around.
- ☐ Give injured people a warm drink.
- ☐ Make sure injured people are not left alone.

**Q4. A red traffic light means**

- ☐ You must stop behind the white stop line.
- ☐ You may drive straight on if there is no other traffic.
- ☐ You may turn left if it is safe to do so.
- ☐ You must slow down and prepare to stop if traffic has started to cross.

**Q5. Braking distances on ice can be**

- ☐ 2 times normal distance.
- ☐ 5 times normal distance.
- ☐ 7 times normal distance.
- ☐ 10 times normal distance.

**Q6. You meet an obstruction on your side of the road. You must**

- ☐ Drive on, it is your right of way.
- ☐ Give way to oncoming traffic.
- ☐ Wave oncoming vehicles through.
- ☐ Accelerate to get past first.

**Q7. What is the national speed limit for cars and motorcycles on a dual carriageway?**

- ☐ 30 mph
- ☐ 50 mph
- ☐ 60 mph
- ☐ 70 mph

# Bristol

*The first project involved young people from different parts of the city meeting to make a radio programme for a local youth radio station. Through the project the students learnt some of the practical skills necessary to produce their own programme with an emphasis on the spoken word rather than music. They also enhanced their confidence and skills in communication and presentation.*

The second project did not have the same clear focus. The plan was to bring together disparate groups of young people from the same inner-city neighbourhood to form relationships and assess their needs and interests as the basis for developing their own local youth activities. This was to be achieved through a residential stay in the hills near Brecon. Unfortunately the group dynamics ran counter to group cohesion and it proved difficult to achieve the objectives that had been set, one of which was the improvement of basic skills.

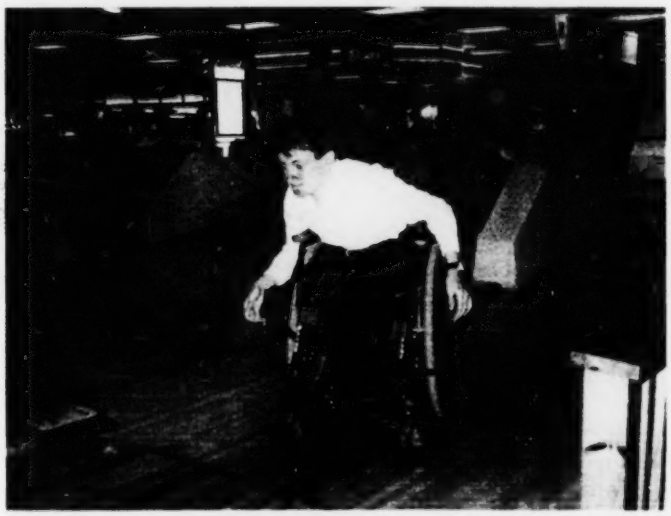
# Bromley

*This project was located at a youth centre which was unfortunately stigmatised by many local young people because of its previous association with travellers. Its reputation and the lack of support and interest shown in the project by local referral agencies meant that numbers were low.*

Those young people who were recruited had special educational needs, being emotionally and behaviourally challenged and challenging. They decided they wanted to take a small group of local disadvantaged children on a short holiday and the project involved fundraising and organising the holiday. They took a fair measure of responsibility for this and were successful. They were required to use and improve their communication skills in order to produce posters, to make telephone calls, and then to record their progress and achievements in their log-books. They did all the necessary work but were daunted by the challenge of collecting and producing reliable evidence.

# Doncaster

*Despite the circulation of posters and flyers and the use of local networks to publicise the scheme, it proved difficult to recruit the intended target group for the first project – young people living in bed-sit accommodation in the town centre.*



The timing (mornings from 9.30 to 12.30) and the unfamiliar venue proved to be a disincentive. In order to make viable numbers, students, all beyond the statutory school-leaving age, were recruited from local special schools. Much of the work involved the use of computers, mostly for word-processing, and students responded well to the opportunities. In the process they also developed their social skills. The staff decided to use a local Open College Network qualification 'Making tracks – communication' because they found it more flexible and better suited to the needs of the students than Wordpower or Numberpower.

The second project was located in the youth centre in Conisborough, a small town on the edge of Doncaster. Here the students used their word processing skills to produce calendars and a young person's guide to the town. The project made good use of the centre's resources including computers, printers, video and photographic still cameras and the centre's darkroom. Although calendars and fact files do not seem inspiring in themselves, the young people in Conisborough, who had special learning needs, responded well because they had access to computers in the friendly learning environment of the local youth and community centre. The combination of IT and paper-based resources, together with the resourcefulness and enthusiasm of the basic skills tutor and youth workers, made the paper resources work well.

## How may ticks have I tocked (roughly)

**Use a calculator:**

**I am _____ years old.....**

**60 seconds x 60 minutes = _____**

**_____ x 24 hours = _____**

**_____ x 7 days = _____**

**_____ x 52 weeks = _____**

**_____ x _____ years = _____**

**My clock has tocked _____ times !**

## The Months

Read:

**January**
**February**
**March**
**April**
**May**
**June**
**July**
**August**
**September**
**October**
**November**
**December**

Match the parts:

| | | | | | |
|---|---|---|---|---|---|
| Jan | | ch | Ju | to | ber |
| Feb | | ay | Au | | ber |
| Mar | ru | ne | Sep | cem | ber |
| Apr | | ary | Oc | tem | gust |
| M | u | il | No | | ber |
| Ju | | ary | De | vem | ly |

## Write the days of the week

**What day is it today ?** _____

**What day do you like best?** _____

**What day do you like least?** _____

**What days are weekend days?** _____

**What day is your favourite TV programme on?** _____

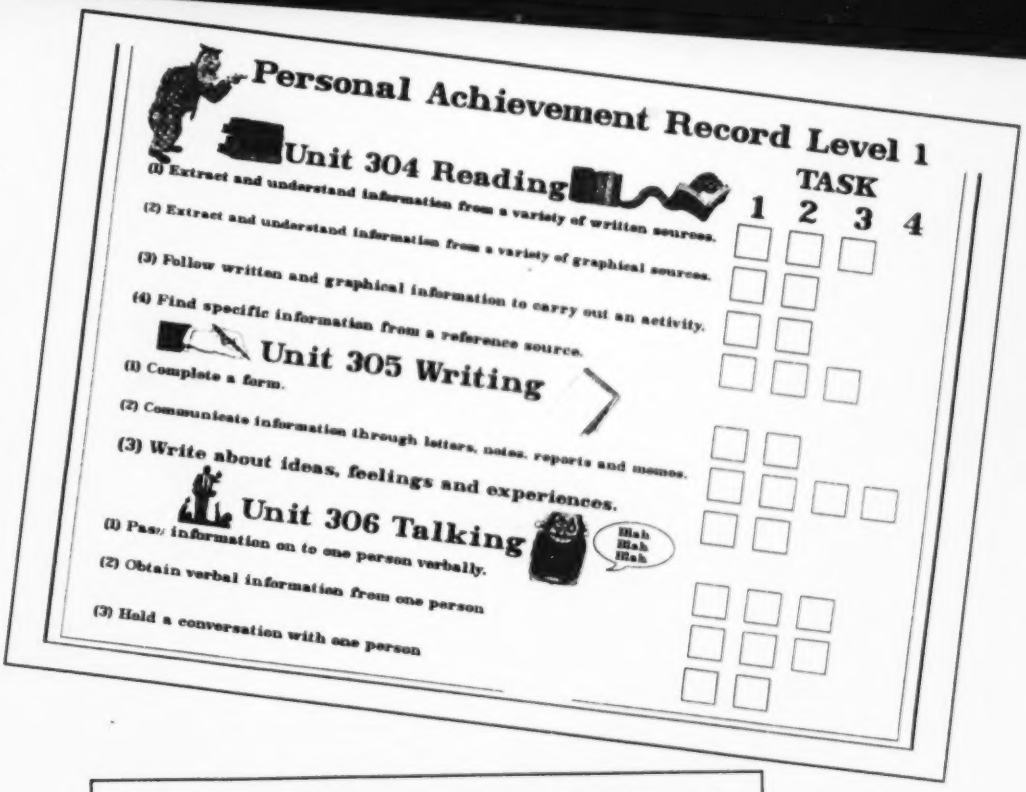
# Durham

*The first project was located in a small garage/ workshop in Barnard Castle in the west of the county. Here young men from the town attended three nights a week to work on cars and engines and to build a buggy from scratch. They also had opportunities to drive off-road. In the process they picked up mechanical knowledge and skills and learnt how to drive responsibly. They also developed the key skills of 'working with others' and 'improving their own learning and performance'. With the help of the basic skills tutor they compiled sufficient evidence to submit portfolios for RSA accreditation.*

The second project was in the north of the county. At a youth club in a small village named Quaking Houses, students developed their literacy skills to produce a magazine about the experiences and prospects of young people in the community. At the Stanley Youth Centre a small group of students produced some creative writing and comic strips as a means of achieving parts of units the Wordpower qualification.

The team involved in the Girls' Work project adapted the Wordpower Level 1 student pack to make it more user-friendly for the members of the group. Features of the pack included a graphic pictorial cover likely to appeal to and catch the eye of the young people involved. The Personal Achievement Record was redesigned, reworded, simplified and relocated at the end. Individual record sheets were also redesigned so that they were clearer and easier to understand.

The overall result was a pack more likely to appeal to, and to be understood by, young people. Instead of being put off by obscure terms such as 'performance criteria' and 'evidence indicators', learners were given clear guidance such as 'What you need to do' and 'You must' with the requirements clearly stated..


Personal Achievement Record Level 1
Unit 304 Reading
TASK
1 2 3 4
(1) Extract and understand information from a variety of written sources.
(2) Extract and understand information from a variety of graphical sources.
(3) Follow written and graphical information to carry out an activity.
(4) Find specific information from a reference source.
Unit 305 Writing
(1) Complete a form.
(2) Communicate information through letters, notes, reports and memos.
(3) Write about ideas, feelings and experiences.
Unit 306 Talking
Blah Blah Blah
(1) Pass information on to one person verbally.
(2) Obtain verbal information from one person
(3) Hold a conversation with one person

## UNIT 304 READING WORKSHEET

**ELEMENT** 2 Extract and understand information from a variety of graphical sources

**ACTIVITIES**

**What You Need To Do**

Your portfolio must contain evidence that you have extracted and understood information from two different graphical sources (e.g. timetables, bar, pie or line charts, maps, calendars, photographs, illustrations ).

Each graphical source must contain at least two variables/indicators. Variables are the factors of information which change e.g. the variables of a bus timetable are the time the bus arrives and the different places the bus stops at these different times. The variables of a graph measuring peoples heights at different ages are height and age.

The graphical sources must have additional information such as text or a key to obtain the information required.

**You Must**:

(A) Identify the information required.

(B) Identify the meanings of unfamiliar words, phrases and images accurately using written sources such as dictionaries, thesauruses or manuals or oral sources such as tutors, project workers and colleagues to clarify meanings.

**Answers**

May be recorded verbally, in writing or on video etc as long as there is evidence that the information required is identified and unfamiliar words, phrases and images are clarified.

| TYPE AND FORM OF EVIDENCE | LOCATION OF EVIDENCE |
|---|---|
| (1) | |
| (2) | |

| | STUDENT | PROJECT WORKER | ASSESSOR |
|---|---|---|---|
| SIGNATURES | | | |
| DATE | | | |

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Skilled

# UNIT 305 WRITING WORKSHEET

**ELEMENT 2** Communicate information through letters, notes, reports and memos

**ACTIVITIES**

**What You Need To Do**

Your portfolio must contain evidence that you have communicated information through writing on four occasions each time dealing with a different topic, including one letter and one report, one of which should be handwritten

Examples of written communications are letters of complaint, a written massage to a colleague, a report on an event or written instructions using an illustration

**You Must**

(A) Use a suitable format for either a letter, report, memo or note

(B) Convey ideas or messages in clear and concise order

(C) Check grammar, spelling, punctuation to follow standard conventions

(D) Use illustrations such as photographs, sketches, charts or diagrams if relevant

**Answers**

Must be recorded in writing

| TYPE AND FORM OF EVIDENCE | LOCATION OF EVIDENCE |
|---|---|
| (1) | |
| (2) | |
| (3) | |
| (4) | |

| | STUDENT | PROJECT WORKER | ASSE |
|---|---|---|---|
| SIGNATURES | | | |
| DATE | | | |

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# UNIT 306 TALKING WORKSHEET

**ELEMENT 2** Obtain verbal information from one person

**ACTIVITIES**

**What You Need To Do**

Your portfolio must contain evidence that you have obtained information to one other person on three occasions, each time dealing with a different topic

The information can be obtained through use of the telephone or face to face with an individual

**You Must**

A) Use language, tone of voice, manner and body language which is appropriate to the other person and the situation

(B) Speak legibly, clearly and concisely

(C) Ask relevant questions in a sensible order

(D) Check your understanding of the information the other person is giving you

(E) Request further sources of information, if necessary

**Answers**

Must be recorded orally

| TYPE AND FORM OF EVIDENCE | LOCATION OF EVIDENCE |
|---|---|
| (1) | |
| (2) | |
| (3) | |

| | STUDENT | PROJECT WORKER | ASSESSOR |
|---|---|---|---|
| SIGNATURES | | | |
| DATE | | | |

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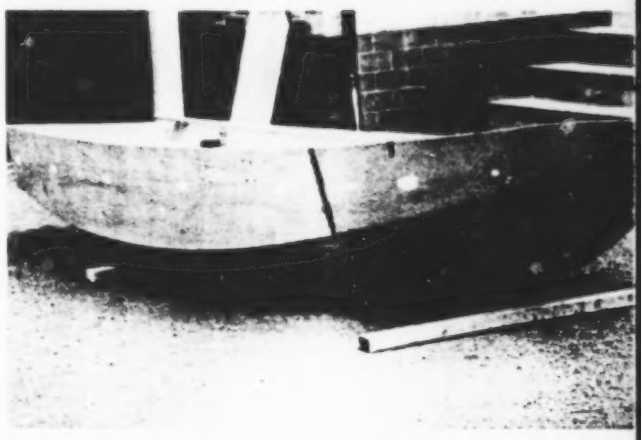
# East Riding of Yorkshire

*The first project recruited young men some from the village of Pocklington and from the small town of Goole. Local agencies proved unable to provide the scheme with referrals. The group met for five hours once a week at the Goole Youth Centre which is based on a school site. The focus was the CBT (Compulsory Basic Training) for motorcycling. The major incentive was a free test which usually costs £70 and plenty of opportunities to practise handling skills. The learning materials developed by the basic skills tutor were specifically related to motor cycles and also involved the students in calculating journey times and average speeds.*



The basic skills tutor worked hard to find commercially-produced materials, which were not only relevant to the subject but also of interest to the learners. The materials became the focus for discussion in the group; they were both useful to the young people, thereby enhancing their motivation, and also allowed for a variety of different activities.

The second project was in the seaside town of Bridlington. The original plan had been to build a coble, a small sailing craft particular to the area, thus perpetuating local tradition. Unfortunately the costs of doing this proved prohibitive so the plans were changed and the students built a fibre-glass dinghy instead. In the process they learnt both basic and key skills, using quality materials especially adapted by the tutor. The students were recruited from a Work Skills training course at the local FE college because the team had been unable to recruit from the intended target group: those not in education, training or work. Nevertheless, the project enriched and extended the course that the students were following and they gained much from the experience.

# Motorbike Gear

Motorbikes may be noisy, but they cost less than a car to run and can be fast in traffic. Unfortunately, though, when you buy a motorbike you also need the gear that goes with it. The page opposite shows you some examples.

## A

**Look at Helmets**

1 (a) How much less than a Stadium Pulsar is a Stadium Mirage?
(b) How much more than a Centurion Firebird is a Stadium Pulsar?
(c) What is the price difference between the two cheapest helmets?
(d) What is the price difference between the 'ever popular open face helmet' and the 'A.C.U. approved fibreglass helmet'?

**Look at Clothing**

*2 Leather boots **from** £29.95 means 'the cheapest boots are £29.95 but some cost more'/'**all** boots cost £29.95'. Which?

3 Which items are marked with a 'from' price? Begin:
Overmitts . . .

4 Total this bill

| | £ | p |
|---|---|---|
| A pair of PVC gauntlets | 35 | 20 |
| A pair of undergloves | 32 | 40 |
| A pair of Derriboots | 48 | 95 |
| | | |

5 What is the difference in price between PVC gloves and leather gloves?

6 Total this bill

| | £ | p |
|---|---|---|
| A pair of leather boots | 35 | 20 |
| A waxed cotton jacket | 32 | 40 |
| A leather jacket | 48 | 95 |
| | | |

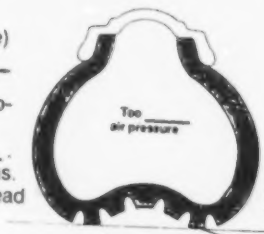
**Look at Accessories**

7 Bob has 2 Elan mirrors (10 mm). How much do they cost altogether?

8 What would be the price of:
(a) a dozen licence holders (95p each)
(b) half a dozen tank bags
(c) a couple of pannier bags
(d) ten lock and chains (3')?

# Tyre pressures

The compressed air in the tyre (or inner tube) carries the weight of the_____ and _____. As the motorcycle is ridden the sidewalls of the tyres flex (at the_____). This flexing produces_____. If the tyre pressure is too___, it can cause the tyre to fail through over_____. Low pressures can also cause other problems. Look at the diagram and see how little the tread is contacting the road.




The outer parts of the tyre tread wear quickly

There is little contact with the the road

If the tyre has not got_____ air pressure in it, the motorcycle does not handle very well — it weaves along the road and the tyre could creep around the rim. It could pull an inner tube with it and cause a_____ by pulling out the_____ (from the inner tube). If the tyre has too_____ air pressure in it this can be just as harmful as too little air pressure. Look at the diagram and see how much tread is contacting the road.

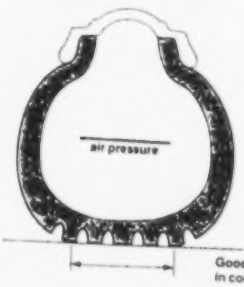
Little tread contact with the road, rapid wear takes place in the centre of the tread

With too_____ air there is a greater danger of_____ to the casing and the tread being _____ by sharp objects, because it will not give easily.

Now look at the diagram showing the correct inflation.

The correct air pressure gives maximum mileage, machine control and road holding.

The tyre is kept at the contour (shape) at which it was designed to run.




Good area of tread in contact with the road

Some high performance tyres have a directional arrow on the sidewall. This should always be fitted so that the arrow points in the same_____ as the wheel is rotating. This will help to keep the join in the tyre from_____ up at high loading, e.g. braking or_____.

Tyres are also rated for performance. This rating is to make sure that the tyre is designed to go on a fast motorcycle which may cause a lot of heat and force on the tyre. The ratings are shown on the sidewall of the tyre and refer to the maximum _____. L = 75 mph, M = 81 mph, P = 93 mph, S = 113 mph, H = 130 mph and V = over 130 mph.

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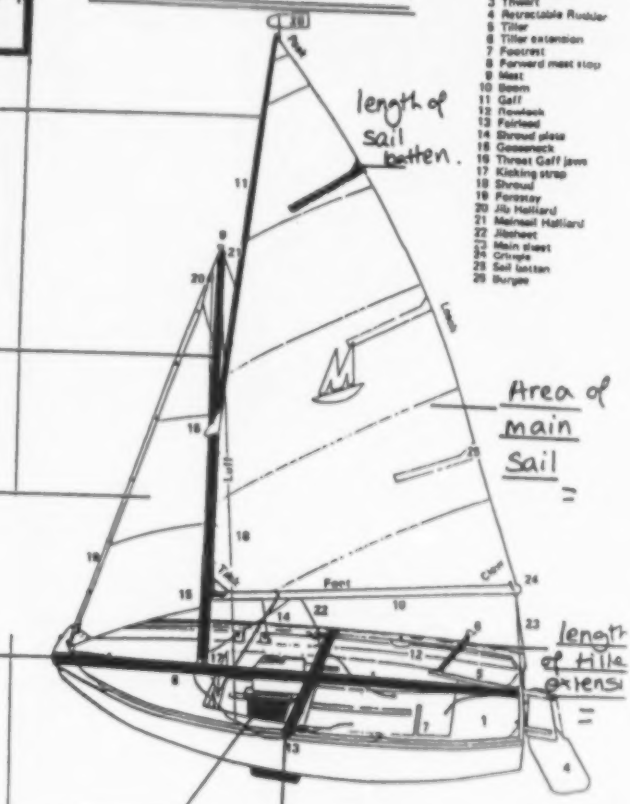
# LET'S BUILD A BOAT!!!!

FIND OUT THE * FOLLOWING DIMENSIONS OF THE MIRROR DINGHY YOU ARE BUILDING.

THE MIRROR DINGHY




length of mainsail Gaff =

length of sail batten.

height of mast =

Area of main Sail =

Area of jib =

length of boat =

length of Hull extensi =

* FIND OUT TOTAL WEIGHT OF THE MIRROR DINGHY WHEN IT IS COMPLETE.

=

width of boat = (at widest part)

length of centre board

The Mirror Class Dinghy is a great little ... rounder – designed for the whole family, from the very youngest sailing enthusiast through to the very oldest. Equally suitable for training or racing, it is buoyant, portable and extremely simple to sail.

Specifications:

| | | |
|---|---|---|
| Length: | | 10 10" (3.30m) |
| Beam: | | 4 7" (1.40m) |
| Weight: | hull | 100 lbs (45.5 kg) |
| | complete | 135 lbs (61.4 kg) |
| Sail area: | main | 49 sq ft (4.64m²) |
| | jib | 20 sq ft (1.89m²) |

Bell

A1

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# Hampshire

*This project was jointly run by the local FE college and a daytime drop-in centre for young people run by the local youth service. It targeted young people living in single-person hostel accommodation in Aldershot, some of whom had been in trouble with the law and had problems associated with drugs.*

Despite their problems, they were extremely well motivated and decided to produce a magazine, a kind of small-scale local version of the *Big Issue*. This featured their own powerfully written accounts of life at the sharp end. They completed units towards their Wordpower qualification and surprised the staff (and themselves!) with the diligence and enthusiasm with which they compiled their portfolios. The highlight of the course was a trip to London, partly to put the finishing touches to their work.

The focus for the Hampshire project was the production of a magazine, the content of which enabled the young people to complete units towards their Wordpower qualification. Regular access to IT facilities added to their motivation and enhanced the production of the magazine.

Additional paper-based materials were used with the young people, not only to meet the requirements of the awarding body, but also to add some variety to their sessions. The choice of materials was important for this client group. Relevance, stimulation and age-appropriateness were some of the factors the tutor had to take into account.

**THE BICYCLE**

A bicycle is a vehicle made up of ___ wheels fixed in tandem to a frame, steered by _____, and moved by an arrangement of pedals and gears driven by the _____. The name of the modern bicycle dates from 1869. _____ versions of this machine were known as vélocipèdes, from a French name dating from the late 18th century.

Crude two-wheeled _____ moved by the feet were popular as early as the second half of the 17th century. In 1690 a Frenchman _____ an early _____, consisting of a wooden beam to which the _____ were fixed. The vehicle had no handlebar; the rider sat on a _____ on the beam and _____ and _____ the machine by pushing his or her feet against the ground. In 1816 a German nobleman designed the _____ two-wheeled bike with a steering device. This _____ had a handlebar that moved on the _____, so the front wheel could be _____

Fill in the spaces using the words below only once.

wheels feet cushion frame two first steered

handlebars machine bicycle vehicles turned

invented

Have you ever ridden a bicycle ? Write about a bike ri
perhaps one you did not !

**Life's Like That (1)**

The evening of clairvoyance on Tuesday December 4th at 7 p.m. has been cancelled owing to unforeseen circumstances.

*-East Kent Times*

East German swimmer Sylvia Ester set a world 100-metres record of 57.9 seconds in 1967 - but officials refused to recognise it because she swam in the nude.

British publishers Ladybird Books were surprised to receive an order from the Ministry of Defence for a set of books for its staff explaining how computer work. The firm wrote back pointing out that the books were designed for children aged nine and upwards. The Defence Ministry replied confirming the order.

A big-selling vodka firm decided to drop its advertising line, which went : 'I thought the Karma Sutra was an Indian restaurant until I discovered Smirnoff.' An executive of the firm said, 'We conducted a survey and discovered that 60 % of people did think it was an Indian restaurant.'

Lady Astor once told Sir Winston Churchill, 'If I were your wife, I'd put poison in your coffee.' Churchill replied, 'And if I were your husband, I'd drink it.'

Pauline Jenkins had a 'hell of a shock' on her wedding night when she discovered that her husband was a woman. 'I threatened to leave there and then,' she said. 'But I went downstairs and made a cup of tea instead.'

*-News of the World*

We have all encountered someone or something which has made us laugh. Write about something which you have found funny. Maybe you could write out your favourite joke. Don't forget to use speech marks if you are writing what someone actually says.

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# Tracy's strong arm tactic rescues man trapped under his car

WHEN 23-year-old Tracy Davis heard screams emanating from underneath the Austin Montego parked on her street she knew there was only one course of action she could take, *writes Jamie Wilson.*

Rather than wait for the AA or the fire brigade Ms Davis ran downstairs, barged past onlookers, lifted the car with one arm, and extricated the unfortunate man trapped underneath with the other.

Danny Webster, of Stretford, Manchester, had been working underneath the Montego when the jack gave way and the car fell on top of him.

Yesterday Ms Davis said: "I was on the balcony of my flat when I heard someone screaming. It wasn't a normal scream. He sounded in real pain.

"Everyone was saying to jack the car up again, but I knew the best thing would be to lift it up manually and get him out as soon as possible. I'm pretty strong anyway, and the car didn't feel heavy at all when I did it, but I had a bit of a sore back the day after. I used to work out all the time so I've got a bit of muscle on me."

Mr Webster, 23, was taken to Trafford General Hospital with a suspected broken spine. X-rays revealed a fractured collar bone and damaged ligaments.

"I can remember being underneath when the car started to shake and came down on top of me. I could feel the whole weight of the car on my chest. Because two of the tyres were flat, the car was only being held up by my body."

The 16-stone Ms Davis, whom neighbours have nicknamed "Geoff Capes" after the former strongman, is no stranger to heroic deeds. She once scared away a gang of thugs who were threatening a neighbour

1. **What make of car was Danny Webster working on ?**

2. **What did Tracy Davis do to help ?**

3. **How badly was Danny hurt ?**

4. **What is Tracy's nickname ?**

5. **Has Tracy ever done anything else which was brave ?**

In the article there was mention of waiting for the AA. Listed below are some abbreviations. Write them out in full.

AA

NB

GB

RSVP

RSPCA

VIP

PS

Sometimes the days of the week are abbreviated. Write out the days of the week and their abbreviated forms. Remember to use capital letters when necessary.

# CRIPPLED BY NIGHTMARE

Sleepwalker Nicky Birtles lay crippled in a spinal injuries unit yesterday after jumping from a window during a nightmare.

Nicky, 16, leapt from her upstairs bedroom in terror at 5am after dreaming burglars had set the house on fire. She crashed 15ft feet first on to a concrete path, fracturing two bones in her back and smashing both heels. But she still didn't wake up ! Nicky crawled 100 yards on her stomach to a neighbour's door. Specialists have warned she could take five years to recover.

She said last night : "I still can't believe what happened. The dream was just so vivid. I knew I had to escape. The flames were getting closer and I was sure the burglars were downstairs blocking the door. I remember thinking, that there was only one way out: the window. I remember falling, hitting the path, then crawling off to get help."

The specialists say she will probably always have a limp and backache because of the fractures.

Stunned mum Diane said, "Nicky's going to have to learn to walk all over again. Her gran was burgled recently and obviously that was on her mind as she went to bed. Luckily she's a plucky girl and I'm sure she will come through this. But I've told her I'm going to strap her in bed and put bars on all our bedroom windows !"

*Stricken . . . sleepwalker Nicky recovers in a hospital ward yesterday fro*

1. **Why was Nicky in hospital ?**
2. **How long may it take for her to recover ?**
3. **What was Nicky dreaming about ?**
4. **What bones did she break ?**
5. **What is Nicky's mum's name ?**
6. **Who was burgled recently ?**
7. **What is her mum going to do to prevent it happening again?**

Vocabulary and spelling practice

Write out all the numbers in the passage as words.

Write out the numbers one to ten in words.

Name five bones in your body and list them in alphabetical order.

Write down as many words as you can think of to describe Nicky's feelings about the incident.

Use three of these words in sentences of your own.

# Kingston-upon-Thames

*This project recruited a wide range of young people; some were refugees, some were from a local drugs rehabilitation centre, some were already known to the youth service.*

The purpose was to produce a CD-ROM as a record of an adventurous weekend they shared together at a residential outdoor education centre in Surrey. There were three stages to the project: preparing for the weekend when they learned the technical skills necessary for recording the activities, such as using a video-camera; the weekend itself which was packed with activities; and the follow-up sessions when the students processed the material they had collected and used it to compile the CD-ROM. The first two stages went well. Unfortunately insensitive local press coverage of the project upset some of the participants and only a few turned up to the final sessions to compile the CD-ROM.

# West Sussex

*The West Sussex Skilled! project sought to recruit young people known to (but not making regular use of) the Youth Service from the multi-ethnic community in Crawley and the rural areas around Pulborough.*

The project experienced serious recruitment problems in transferring existing supportive relations between young people and project youth workers. Not wishing to compromise their agreement with CEDC, West Sussex withdrew from the scheme.

Of the six young people who did participate, five have found jobs and one of these has also left home. Three participants have also been encouraged into mainstream education. The West Sussex Youth Service and Adult Basic Education Service are planning to relaunch the project later this year in partnership with the University of Sussex.

# Contacts

## Local schemes

### Bedfordshire

Brian Cooper, North Bedford Area Youth Office, Westfield House Youth Centre, Chester Road, Bedford MK40 4HW

Tel: 01324 210 406

### Bexley

Jane Vong, Thamesmead Youth and Community Centre, Yarnton Way, Erith, Kent DA14 4DR

Tel: 0181 311 8165

### Bristol

Chris Cox, Youth Education Service, 14 Frederick Place, Bristol BS8 1AS

Tel: 0117 973 9744

### Bromley

Ian Ward, Youth Work UK, Southern Area Youth Office, Duke Youth Centre, St Mary Cray, Orpington, Kent BR5 4AS

Tel: 01689 898 009

### Doncaster

Dave Churchill, Youth and Community Service, The Council House, PO Box 270, College Road, Doncaster DN1 3AF

Tel: 01302 737 375

### Durham

Anne Adams, Return to Learn, Front Street, Stanley, County Durham DH9 0ST

Tel: 01207 230 521

### East Riding of Yorkshire

Margaret Walker, Community Education Service, County Hall, Beverley HU17 9BA

Tel: 01482 884 478

### Hampshire

Lesley Buckland, Heart Rushmoor Area Youth Office, 1 Pickford Street, Aldershot GU11 1TY

Tel: 01252 337 386

### Kingston-upon-Thames

Jenny Arokiosamy, Adult Education Service, North Kingston Centre, Richmond Road, Kingston-upon-Thames KT2 5PE

Tel: 0181 547 6724

### Hampshire

Wendy Cole, Essential Skills Co-ordinator, County Hall, Chichester, West Sussex PO19 1RF

## Central support

Bryan Merton, CEDC, Woodway Park School, Wigston Road, Coventry CV2 2RH

Tel: 01203 655 700

Liz Varnish, The Learning Centre, Tile Hill College, Tile Hill lane, Coventry CV4 9SU

Tel: 01203 694 200

Tel: 01243 777 386

# Resource list

The Basic Skills Agency should be the first point of call for tutors looking for suitable teaching/learning materials. It produces annual publications lists which contain information about all their published materials including books, readers, teaching packs, videos, reports, leaflets and posters. It also provides information about material published in conjunction with other companies. All their publications are available by mail-order through their distributors, Avanti Books.

***Resources – a guide to basic skills material for schools and colleges – age group 14-19 – a comprehensive guide to literacy and numeracy materials for adults.*** All the material included has been reviewed by teachers experienced in working with young people and each item has a star rating.

Contact: Basic Skills Agency, Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU

Tel: 0171 405 4017

NATIONAL LITERACY TRUST

The National Literacy Trust publishes annually its ***Guide to books on literacy – a comprehensive resource guide*** which gives information about the books published in that year.

Contact: The National Literacy Trust, Swire House, 59 Buckingham Gate, London SW1E 6AJ

Tel: 0171 828 2435

# Skilled!

NATIONAL LITERACY TRUST

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£7.95

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